

**REPORT  
OF THE VISITING COMMITTEE  
Wednesday, March 28, 2012**

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
CALIFORNIA STATE DEPARTMENT OF EDUCATION

**Focus on Learning**

For

**Calistoga Junior/Senior High School**

Calistoga Joint Union High School District

Calistoga, California

March 26 – 28, 2012

# **REPORT OF THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES VISITING COMMITTEE**

**For**

## **CALISTOGA JUNIOR/SENIOR SCHOOL – FOCUS ON LEARNING**

### **Table of Contents**

CHAPTER I	Student/Community Profile.....	Pages 2 - 4
CHAPTER II	Progress Report.....	Pages 15 - 18
CHAPTER III	Self-Study Process.....	Pages 19 - 21
CHAPTER IV	Quality of the School's program	
	1. Organization: Vision and Purpose, Governance, Leadership And Staff and Resources.....	Pages 22 - 27
	2. Standards-based Student Learning: Curriculum.....	Pages 27 - 30
	3. Standards-based Student Learning: Instruction.....	Pages 30 - 32
	4. Standards-based Student Learning: Assessment and Accountability.....	Pages 32 - 35
	5. School Culture and Support for Student Personal and Academic Growth .....	Pages 35 - 37
	School Wide Strengths and School Wide Critical Areas for Focus.....	Pages 37 - 39
CHAPTER V	Ongoing School Improvement.....	Pages 40 - 45

**CALISTOGA JUNIOR/SENIOR HIGH SCHOOL**

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# **CHAPTER I**

## **STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA**

### **PROFILE FROM SCHOOL DOCUMENT**

#### **Background**

Located in the northern end of the picturesque Napa Valley, Calistoga Junior/Senior High School is a small, rural school that currently serves approximately 363 students in grades 7 through 12. Originally opened as only a high school in 1915, CJSHS was converted into a combined Junior/Senior facility in 1968. Having been expanded and modernized over the years, CJSHS High School is a clean and attractive facility that serves a socio-economically diverse community composed of both working-class and more affluent residential areas. Many of the school's students come from homes where English is not the primary language.

Drawing from culturally and economically diverse neighborhoods, Calistoga Junior/Senior High School is very much a reflection of its uniquely diverse attendance area. However, because Calistoga Joint Unified School District operates only one elementary school, many students attend school together from kindergarten through grade 12, a unique experience that fosters a strong sense of community and connectedness to the school's program. Accordingly, many local business owners and town officials are CJSHS graduates with who share an educational history that goes back several generations.

While total school enrollment has decreased slightly over the past five years, that same period of time has seen a continued shift in the school's demographic composition. A review of recent enrollment statistics reveals a student population consisting of approximately 27% White Non-Hispanic and 73% Hispanic/Latino, a figure that has increased by 55% over the past 10 years. Of the approximately 363 students currently enrolled at CJSHS, nearly 73% qualify for the Free or Reduced Lunch Program while approximately 60% of the school's students are designated as English Learners, with the overwhelming majority of those speak Spanish as their first language.

#### **Student Indicators**

##### **(1) Enrollment Patterns:**

With a local economy based primarily on tourism and the wine industry, the community served by Calistoga Junior/Senior High School features what can generally be described as a very diverse but relatively stable population that features a large number of retirees. Recent residential growth has been slow due to the high price of real estate and to tightly controlled sewer and water resources. As a school with a small and diverse population, CJSHS continues to face financial concerns and scheduling issues. However, despite

these issues, a visit to the school finds a well-behaved student body, driven by common academic and personal goals, proceeding to orderly classes, in a friendly and businesslike manner.

### **Calistoga Junior/Senior High School Enrollment Comparisons**

<b>Year</b>	<b>Total</b>	<b>White</b>	<b>Hispanic/Latino</b>	<b>English Learner</b>
<b>2010-11</b>	365	127	238	75
<b>2009-10</b>	384	95	284	109
<b>2008-09</b>	392	98	285	115
<b>2007-08</b>	387	95	283	134
<b>2006-07</b>	452	125	313	139

As previously noted, English Learner students make up approximately 60% of the school's population. Accordingly, a review of recent CELDT data reveals several very positive trends. As noted in the chart below, the last three assessment cycles have seen a significant decline in the number of students scoring at the beginning and/or early intermediate levels with a corresponding increase in the number of students scoring either early advanced or advanced. A review of recent Title III AMAO data further reveals that CJSHS High English Learners experience continued growth in their efforts to attain proficiency in English. However, as noted below, the school's English Learner subgroup continues to struggle to meet the proficiency standards in both ELA and Mathematics as required by NCLB. As these two percentages are much lower than the scores achieved by the school's other subgroup or by the school as a whole, the academic needs of the English Learner population should remain an area of focus.

An examination of this data further reveals that many of the school's students are classified as "long-term" English Learners, having been designated as EL for five years or more. While this particular demographic can present a set of both academic and social challenges that are often difficult to address, a review of recent Title III AMAO data reveals that these students at CJSHS continue to experience yearly growth in learning English or attaining English proficiency at rate higher than that required by the California Department of Education.

### **Calistoga Junior/Senior High School Three-Year CELDT Summary**

<b>Year</b>	<b>Beginning</b>	<b>Early Int.</b>	<b>Intermediate</b>	<b>Early Adv.</b>	<b>Advanced</b>
<b>2009</b>	14%	10%	32%	38%	7%
<b>2010</b>	10%	17%	35%	37%	1%
<b>2011</b>	9%	6%	23%	45%	17%

### Calistoga Junior/Senior School Title III Accountability Data

Annual Measurable Objective	Percent Achieving AMAO 2009-10	Percent Achieving AMAO 2010-11
AMAO 1 – Annual Growth of one CELDT level or More	59%	70.2%
AMAO 2 – English Proficiency - Less than Five Years	n/a	n/a
AMAO 2 – English Proficiency – Five Years or More	42%	57.1%
AMAO 3 – ELA Proficiency	38.7%	30.8%
AMAO 3 – Math Proficiency	32.5%	26.1%

In order to effectively address the unique needs of this varied population, the school has implemented a program consisting of ELD levels 1, 2 and 3 and utilizing the Edge Curriculum. Adding to the effectiveness of the school's Program, all members of the teaching staff have received SDAIE training and are CLAD certified. CJSHS maintains a very active English Language Advisory Council (ELAC) the purpose of which is to provide school staff with input regarding ELD programming and the needs of ELD students and their families. At the same time, the school uses these meetings to inform parents of ELL students about academic programs and services and opportunities available both at the school and at various post-secondary institutions.

#### (2) Attendance Patterns:

In accordance with data listed below, attendance at CJSHS remains steady, with a current average daily attendance rate of approximately 93%, a figure that has remained relatively steady over the past four years. Significantly, as the result of focused efforts by teachers and administration, as well as to the implementation of an automated telephone system, the last three years have seen a dramatic drop in the number of number of CJSHS students classified as truants.

### Calistoga Junior/Senior High School Actual Attendance Rates

	2007-08	2008-09	2009-10	2010-11
Average Daily Rate of Attendance	94.9%	92.4%	96.8%	93%

### **(3) Special Needs Populations:**

Evidence indicates that programs designed to meet the needs of special Education students at CJSHS continue to be very successful. In accordance with the concept of Least Restrictive Environment, special education students are integrated into mainstream classes to the greatest degree possible and many are responsible for meeting the same outcomes as their non-disabled peers. At the present time, approximately 9% of the student body qualifies for some level of Special Education services. Accordingly, the school currently provides services to approximately 32, utilizing a full inclusion model. Currently, two Resource Teachers and three Paraprofessionals provide instructional assistance to students in general education class settings, in designated academic support classes and through after-school tutoring. Accordingly, most special education students at CJSHS are presented with the same curriculum, expected to pass the CAHSEE, use the same textbooks and take the same benchmark assessments as their non-disabled peers. Students who are unable to pass the CAHSEE are expected to pass modified “Essential” classes and are awarded a either a Certificate of Attendance or a Certificate of achievement at the conclusion of their high school experience. In many cases, curriculum for these students is modified and adapted to their particular learning styles, based on the contents of individual IEP documents while opportunities to participate in general education courses are made available as appropriate. Instruction in this program generally focuses on communication enhancement, life skills development and the attainment of functional skills in the areas of reading, language and mathematics.

While a full-time psychologist serves the campus to assess students and provide assistance, Special Education teachers regularly provide academic support and consultative services within the general education classroom along with test taking assistance. In an effort to further assist their students, information detailing the nature of each student’s disability and the suggested classroom accommodations is prepared for each student and provided to all mainstream teachers. In addition, a transition plan is prepared for all Special Education students.

### **(4) Suspensions/Expulsions:**

Policies and procedures governing student behavior are both clear and comprehensive. These policies and guidelines are printed in the Student Academic Calendar, which is regularly revised, and is distributed to all students each fall. Parents/Guardians are required to sign and return a form agreeing that their children will follow these rules and regulations. The staff at CJSHS clearly understands that the maintenance of a safe and orderly campus is essential to the achievement of academic success. However, it remains their policy that suspension and expulsion be utilized when all other means of correction have failed, or when the principal determines that the student’s presence on campus would constitute a threat to the welfare and safety of other students or severely disrupt the school’s educational process. As evidenced by the significant and continued decline in the number of students suspended and/or expelled from CJSHS, this approach appears to be very effective.

### Calistoga Junior/Senior High School UMIRS Data

Year	Suspensions	Expulsions	Violence/Drug Related Suspensions	Violence/Drug Related Expulsions
2007-08	67	0	26	0
2008-09	104	2	34	2
2009-10	96	6	13	6
2010-11	69	2	10	2

CJSHS has developed a comprehensive school-wide safety plan that includes disaster preparedness, a plan to ensure a safe and secure learning environment and rules and procedures for the maintenance of campus safety. This plan is reviewed, modified and updated yearly. The presence of a yearly cross-age bullying prevention program and the activities of the Safe School Ambassadors Program have also assisted in the maintenance of a safe and secure learning environment. As a result of these efforts, the vast majority of CJSHS students surveyed agree that “School rules and expectations are clear, easy to follow and equitable.

#### **(5) School-wide Data on Student Performance:**

Utilizing the Online Assessment Reporting System (OARS) data management program, the CJSHS faculty and staff now have the capacity to examine in detail disaggregated student performance results from such statewide assessments as the California Standards Tests and the California High School Exit Examination as well as from recently designed school-wide benchmark assessments. Accordingly, while preparing the Self Study document, the school and the District reviewed a great deal of data, some of which is summarized below in charts designed to compare information from the last several assessment cycles. As detailed below, data contained in these tables reveals some very positive findings as well as some areas for continued focus.

A review of recent Calistoga Junior/Senior High School Schoolwide assessment data reveals a continued increase in the number of students scoring at the proficient and advanced levels on statewide ELA assessments, with 48% of the students at proficient or above in 2011 compared to only 34% at these same levels in 2006. More importantly, the percentage of students scoring at the below and far below levels has gone from 38% in 2006 to only 13% in 2011. As detailed in the charts below, an examination of sub-group data reveals similar improvement. A review of Mathematics assessment results, however, does reveal that, while the school’s Hispanic/Latino students continue to experience growth, the school’s white students have experienced declining achievement in both Algebra I and Geometry.



**Calistoga Junior/Senior High School  
Comparison of Overall ELA Proficiency Levels**

<b>Year</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Advanced</b>	17%	13%	14%	15%	19%	22%
<b>Proficient</b>	17%	21%	21%	27%	32%	26%
<b>Basic</b>	28%	32%	37%	36%	28%	39%
<b>Below Basic</b>	22%	20%	16%	14%	14%	9%
<b>Far Below Basic</b>	16%	14%	11%	8%	8%	4%

**Calistoga Junior/Senior High School  
Comparison of ELA combined Proficiency Levels by Sub-Group  
Advanced and Proficient**

	<b>White</b>		<b>Hispanic/Latino</b>		<b>English Learner</b>		<b>Socio-econ. Dis.</b>	
<b>Grade</b>	<b>2005</b>	<b>2011</b>	<b>2005</b>	<b>2011</b>	<b>2005</b>	<b>2011</b>	<b>2005</b>	<b>2011</b>
<b>7</b>	61%	85%	8%	40%	0%	16%	8%	45%
<b>8</b>	64%	43%	19%	33%	6%	11%	19%	31%
<b>9</b>	71%	79%	19%	39%	10%	13%	21%	44%
<b>10</b>	71%	89%	15%	33%	9%	10%	15%	31%
<b>11</b>	67%	67%	11%	36%	0%	14%	13%	44%

**Calistoga Junior/Senior High School  
Comparison of Overall Math Proficiency Levels**

<b>Year</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Advanced</b>	3%	3%	3%	3%	3%	3%
<b>Proficient</b>	21%	14%	14%	17%	22%	19%
<b>Basic</b>	30%	34%	37%	32%	33%	39%
<b>Below Basic</b>	35%	40%	37%	37%	34%	33%
<b>Far Below Basic</b>	11%	9%	9%	11%	5%	5%

**Calistoga Junior/Senior High School  
Comparison of Math Subject Proficiency Levels by Sub-Group  
Advanced and Proficient**

	<b>White</b>		<b>Hispanic/Latino</b>		<b>English Learner</b>		<b>Socio-econ. Dis.</b>	
<b>Grade</b>	<b>2005</b>	<b>2011</b>	<b>2005</b>	<b>2011</b>	<b>2005</b>	<b>2011</b>	<b>2005</b>	<b>2011</b>
<b>Algebra</b>	44%	24%	14%	18%	10%	15%	13%	20%
<b>Geometry</b>	54%	26%	8%	9%	n/a	0%	n/a	9%
<b>Algebra II</b>	36%	31%	n/a	13%	n/a	n/a	n/a	17%
<b>HS Math</b>	n/a	50%	n/a	14%	n/a	n/a	n/a	n/a

As required for federal accountability and as evident in the Annual Measurable Objectives data detailed below, the last three years have seen a fluctuation in scores, both schoolwide and within each subgroup. During the 2009 and 2010 assessment cycles, the school experienced fairly consistent growth in the number of students scoring proficient or higher in English Language Arts. While the required NCLB standards have not always been met, the degree of growth experienced satisfied the AYP requirement in almost all areas through the application of the Safe Harbor criterion. While 2011 proficiency levels decline slightly, most are still higher than scores recorded in 2009. However, achievement levels of the schools Hispanic/Latino and SED subgroups remain much lower than those achieved by the school's White subgroup, whose percent proficient is currently 71%. A further review of AYP data in the area of Mathematics reveals the same pattern of growth followed by a slight decline in scores. Again, detailed below, with the exception of the school's White subgroup, Math proficiency scores declined both Schoolwide and in most subgroups.

**Calistoga Junior/Senior High School  
Adequate Yearly Progress (AYP)  
Comparison of English Language Arts Proficiency Rates**

	<b>2008-09 44.5% Proficient Required to meet AYP</b>		<b>2009-10 55.6 % Proficient Required to meet AYP</b>		<b>2010-11 67% Proficient Required to Meet AYP</b>	
<b>Subgroup</b>	<b>Percent Proficient at CJSHS</b>	<b>Met AYP</b>	<b>Percent Proficient at CJSHS</b>	<b>Met AYP</b>	<b>Percent Proficient at CJSHS</b>	<b>Met AYP</b>
<b>Schoolwide</b>	44.4% (SH)	yes	53.9% (SH)	yes	47.5%	no
<b>Hispanic/Latino</b>	32.1% (SH)	yes	43.6% (SH)	yes	41.0%	no
<b>White</b>	78.3%	Yes	78.3%	yes	71.0%	yes
<b>Socio/Econ. Dis.</b>	34% (SH)	yes	44.9% (SH)	yes	40.1%	no
<b>English Learners</b>	23.4% (SH)	yes	38.7% (SH)	yes	32.5%	no
<b>Students W/Disabilities</b>	20.8%	n/a	26.3%	n/a	20.0%	n/a

**Calistoga Junior/Senior High School**  
**Adequate yearly Progress**  
**Comparison of Mathematics Proficiency Rates**

	<b>2008-09</b> <b>43.5% Proficient</b> <b>Required to meet AYP</b>		<b>2009-10</b> <b>54.8 % Proficient</b> <b>Required to meet AYP</b>		<b>2010-11</b> <b>67% Proficient</b> <b>Required to Meet AYP</b>	
<b>Subgroup</b>	<b>Percent Proficient at CJSHS</b>	<b>Met AYP</b>	<b>Percent Proficient at CJSHS</b>	<b>Met AYP</b>	<b>Percent Proficient CJSHS</b>	<b>Met AYP</b>
<b>Schoolwide</b>	34.6%	no	40.5% (SH)	yes	36.0%	no
<b>Hispanic/Latino</b>	27.4% (SH)	yes	35.7% (SH)	yes	30.1%	no
<b>White</b>	56.5%	n/a	50%	n/a	61.3%	n/a
<b>Socio/Econ. Dis.</b>	28.8% (SH)	yes	38.5% (SH)	yes	28.4%	no
<b>English Learners</b>	22.0% (SH)	yes	30.8% (SH)	yes	26.1%	no
<b>Students W/Disabilities</b>	29.2%	n/a	36.8%	n/a	10.0%	no

A review off recent CST results reveals numerous areas of impressive improvement as well as several areas in need of continued focus. An analysis of English Language Arts CST data reveals a steady increase in the number of students scoring in the proficient and advanced levels with a corresponding and significant drop in the number of students scoring in the below and far below basic bands at all grade levels. These results are further characterized by a significant narrowing of the achievement gap at all grade levels and by the virtual elimination of 10<sup>th</sup> grade students scoring far below basic.

CST results in mathematics are somewhat more mixed. While more grade 7 students are now scoring in the basic band, the below and far below results have not changed much in the last six years. Additionally, a review of this data further confirms the school's statement that they have had difficulty moving additional students into the proficient and advanced levels. Results in Algebra I, a class taken by most students in grade 8, are much the same. Evidence indicates that achievement numbers on this CST have remained relatively unchanged during the past six years. There has, however, been a minimal increase in the number of students scoring advanced with a corresponding drop in the number scoring far below basic. In an effort to further improve achievement, a Core Algebra class has been added for those 8<sup>th</sup> grade students who are not ready to succeed in a traditional Algebra class. Highlighting the school's efforts to close the achievement gap, in 2010, Hispanic/Latino students outperformed the white subgroup in both Algebra I and 7<sup>th</sup> grade mathematics.

Again, taken as a whole, the assessment results shown above are both positive and encouraging. Based on the aforementioned Annual Measurable Objective and STAR

results, and as detailed in the chart below, recent years have seen some dramatic growth in the school's Academic Performance Index (API). While the school's overall API has grown 94 points since the last accreditation visit, of special note is the continued growth of both the Hispanic/Latino API, which has gone from 595 in 2005 to 738 in 2011, and the API for the school's Socioeconomically Disadvantaged subgroup which has gone from 590 to 737. Accordingly, CJSHS has succeeded in narrowing the achievement gap between white and Hispanic/Latino students, which has gone from 228 points to 118 points. As a result, in 2011 Calistoga Junior/Senior High School was named a California Distinguished School, its second such award in the last six years.

**Calistoga Junior/Senior High School  
Five-Year Schoolwide API Growth Target Analysis**

<b>Year</b>	<b>Number of Students Included in Growth API</b>	<b>Base API</b>	<b>Growth Target</b>	<b>Actual Growth</b>	<b>Met Target S/wide</b>	<b>Met All Subgroup Targets</b>	<b>Statewide Decile Rank</b>
2007	287	<b>670</b>	5	- 12	no	no	4
2008	313	<b>699</b>	5	<b>+ 29</b>	<b>Yes</b>	<b>yes</b>	4
2009	301	<b>736</b>	5	<b>+ 39</b>	<b>yes</b>	<b>yes</b>	6
2010	297	<b>754</b>	5	<b>+ 18</b>	<b>Yes</b>	<b>yes</b>	6
2011	281	<b>768</b>	5	<b>+ 14</b>	<b>yes</b>	<b>yes</b>	n/a

**Calistoga Junior/Senior High school  
Five-Year API Subgroup Comparison**

<b>Subgroup</b>	<b>2007 Base API</b>	<b>2008 Base API</b>	<b>2009 Base API</b>	<b>2010 Base API</b>	<b>2011 Base API</b>
Hispanic/Latino	<b>600</b>	<b>650</b>	<b>697</b>	<b>716</b>	<b>738</b>
White (not Hispanic)	828	836	852	858	<b>856</b>
Socio-Economically Disadvantaged	<b>597</b>	<b>643</b>	<b>696</b>	<b>724</b>	<b>737</b>
English Learners	<b>580</b>	<b>607</b>	<b>662</b>	<b>695</b>	<b>708</b>

Through the use of the District provided Online Assessment Reporting System (OARS) the data detailed above can easily be made available to the staff at CJSHS. Accordingly, The implementation of a focused professional development program designed to assist teachers and administrators in understanding how to effectively use available data to design curriculum and improve instructional practice in order to better prepare students for these important assessments is vital to the continued process of ongoing school improvement.

#### **(6) Additional Indicators of student achievement:**

Recent data indicates that 38% of the CJSHS senior class of 2011 completed all UC/CSU A-G requirements upon graduation. However, an examination of current data reveals that 52% of the school's 2012 graduating class is on track to complete these requirements. This represents an impressive improvement and is much higher than both County and State averages.

During each of the past four years, the number of students taking the SAT examination has steadily increased. However, student SAT results have been mixed and continue to remain slightly lower than both District and Napa County average scores.

According to the most recent available data, the NCES criteria based graduation rate at CJSHS stands at approximately 90.8%, a figure that is significantly higher than both County and State averages. At the same time, the school's four-year derived dropout rate stands at 14.3%, a figure that remains significantly better than District, County and State averages.

A further analysis of graduation data reveals that the majority of graduates continue their education after leaving Calistoga Junior/Senior High. A review of statistics reveals that over the last 10 years, 92% of the school's graduates have gone on to some type of post-secondary educational program, with 37% matriculating to a four year college or university, many as the first in their family. In order to maintain this positive trend the school now offers an AVID program at all grade levels, which currently serves approximately 140 students.

During the past six years, CJSHS has also made a concerted effort to increase the number of Honors and AP courses offered as well as to increase the enrollment of Hispanic/Latino students in such classes. Accordingly, the school now offers 15 Honors or AP classes, an impressive number for a small school. Even more impressive has been the increase in the number of Hispanic/Latino students enrolled in these courses. A review of data reveals that in recent years, the ratio of Hispanic/Latino students enrolled in either AP or Honors course has increased by an average of 40%, with the largest of these increases seen in AP Calculus, Math Analysis AP Language/Literature.

As an additional indicator of school-connectedness, it should be noted that, while the school does have several athletic programs dedicated to 7<sup>th</sup> and 8<sup>th</sup> grade students, approximately 50% of the high school portion of the student body participates in the school's interscholastic sports program. At the same time, many students are regular and active participants in one of the school's co-curricular clubs, which include the Safe School Ambassadors Club, Saturday Night Live, Interact, and the LGBTQ club. An additional campus organization, Mariposa, provides services to pregnant or parenting teens, in order to assist them in completing their high school education.

### **(7) Staff – Qualifications/Certification for Assignments:**

Current data regarding the staff of Calistoga Junior/Senior High School shows 23 certificated teachers supported by approximately numerous classified and para-professional employees. Many of the school's teachers are assigned to both junior and senior high school courses. Administrative support for the school's program is very strong, consisting of a principal and one assistant principal. Additional staff members include one counselor, a Student Assistance Program Coordinator, a Safe Schools and All Stars Programs Coordinator, a Library Tech and an After-School Program staff. A further examination of recent data reveals that all of the school's teachers are fully credentialed and NCLB compliant, with 59% of the staff holding Masters Degrees. All teachers have received SDAIE training and 100% of the current teaching staff is CLAD certified.

### **(8) Community Support and Partnerships:**

Available evidence points to a good degree support for the school and its programs by both the parents and the community at large. In 2010, the community passed a general obligation bond measure that will provide the school with a new student union building that will serve as a cafeteria/multi-purpose facility and a new events center that will serve as a gymnasium for athletic competition. Further enhancing the school's environment will be the construction of a new quad area.

A very active Wildcat Athletic Boosters organization helps to fund uniform and equipment purchases for the school's athletic programs while the Calistoga Music and Arts Boosters donate money supplies and time in support of the schools programs. Parental and community support is further evident in the activities of the Calistoga Education Foundation which raises and donates approximately \$100,000 annually for enrichment and field trip support. Many local businesses, restaurants and service organizations also provide the school with both material and financial support. Several years ago, the school was adopted by the Clos Pegase Winery, which now provides the school with AVID Tutors and allows the school to use its facilities to host concerts and fund raising activities.

Parental support is clearly evident by their attendance at school events and meetings, including the ELAC and the School Site Council. Parents also gather monthly with the Principal for what he calls a "Second Cup of Coffee". These meetings, one in the morning and one in the evening, are designed to give parents an opportunity to express concerns or share ideas regarding the schools programs. While the morning meeting is conducted in English with Spanish translation available, the evening meeting, "*La Segunda Taza de Cafe*", is conducted entirely in Spanish.

## **CHAPTER II**

### **PROGRESS REPORT**

#### **SIGNIFICANT RECENT DEVELOPMENTS**

In the years since the last accreditation visit, many significant developments have occurred. Specifically:

- As a result of improved achievement scores and a significant narrowing of the school's achievement gap, Calistoga Junior/Senior High School was named a California Distinguished School in both 2005 and 2011.

- In the last six years, the school has seen a Schoolwide API increase of 94 points. At the same time, the school's Hispanic/Latino and Socio-economically Disadvantaged subgroups have experienced API growth of 126 and 129 points respectively. During that same period of time, the school's English Learner Subgroup recorded an equally impressive API improvement of 114 points.

- The school has increased AP and Honors course offerings to 15, an impressive number for a small school. At the same time, Hispanic/Latino enrollment in such classes has dramatically increased and now represents 66% of available seats.

- The school's AVID Program has been expanded and now includes classes at all grade levels. Currently, approximately 140 students are being served by this program.

- Strategic and Intensive support programs are now being offered in the areas of ELA and Mathematics.

- During the past six years, the school's overall student population has experienced a slight decline. However, during that same period of time, the school's Hispanic/Latino student numbers have continued to grow and now represent 73% of the school's population.

- Coincidentally, 73% of CJSHS students now qualify for the National School Lunch Program.

- In 2010, the Calistoga community passed a General Obligation Bond, which will help to provide the school with a significant facilities upgrade.

- The District and school now use the OARS program to provide disaggregated data on student achievement and academic progress and the PowerSchool program to make real-time student data available to parents.

- Common Benchmark Assessments have been created and are being utilized throughout the school.

- The school has a new administrative team, hired in 2010, while the District has a relatively new Superintendent, hired at the end of the 2008-09 school year.

- All teachers are now CLAD certified and Highly Qualified in accordance with the requirements of NCLB.

- The school has recently implemented intensive and strategic ELA Support classes for students requiring additional support in English. At the same time, a core algebra class has been added classes in order to further support struggling 8<sup>th</sup> grade math students who are not yet ready for a traditional algebra course.

- Courses content in all core areas is now fully aligned with State Content Standards.

- CJSHS has recently implemented the Power School Parent Portal, which enables parents to access current information about student grades, classroom assignments and daily attendance. In addition, information about school activities can be found on the school's well organized web page, the contents of which are also available in Spanish.

- In addition to the usual opportunities for involvement such as the ELAC, school booster clubs and the School Site Council, the Principal regularly convenes a meeting referred to as "*La Segunda Taza de Café*". Conducted entirely in Spanish, this meeting provides an opportunity for the school's Spanish speaking community to ask questions about the CJSHS program and to be more effectively involved in the school's decision making processes.



## **ADDRESSING THE PREVIOUS CRITICAL AREAS FOR FOLLOW-UP**

### **1. Continue focus on the achievement gap:**

During the past six years, CJSHS has continued its emphasis on addressing the needs of the school's English Learner, Special Education, Hispanic/Latino and Socio-economically Disadvantaged students. Currently all special education students are fully included in mainstream core academic classes, with teacher provided in-class inclusion support and a one-period academic support class. Junior high strategic intervention classes have been designed to ensure that all students are properly prepared for grade 9 curriculum and above. An ELD program provides support to the school's EL population. CAHSEE passage rates for these students remains quite high.

A review of assessment data further reveals that these programs and supports have been successful in narrowing the achievement gap. As noted in Chapter I, and as evidenced by an examination of schoolwide assessment data, the achievement gap between the school's white students and their Hispanic/Latino peers that was so wide several years ago has been reduced. Of particular note is the narrowing of the API gap between White and Hispanic/Latino students, which six years ago stood at 228 points and is now down to 118 points. In addition, since 2008, Hispanic/Latino enrollment in Honors and AP classes has gone from 18% of the students enrolled to the current rate of 66%.

### **2. Continue efforts to fully certify teachers:**

As a result of the school's efforts, currently all teachers are CLAD/SDAIE certified and all are designated as Highly Qualified in accordance with the requirements of No Child Left Behind.

### **3. Expand opportunities/options for high performing students:**

Since the last Accreditation visit, the school has increased its Honors and AP offerings to 15, with plans to add AP World History for the 2012-13 school year. As noted above, 66% of the students enrolled in such classes are Hispanic/Latino, a dramatic change from several years ago.

### **4. Focus on Professional Development addressing curriculum alignment and instructional strategies:**

Working with a group of outside consultants, the school has made a significant effort to align course content with State Content Standards, to create pacing guides and to develop benchmark assessments. The school plans to continue this process focusing on strategies that will support improved achievement of the school's English Learner students. All but two ELA and ELD faculty members have attended SB 472-like textbook training.

**5. Purchase and implement data disaggregation system to drive curricular program decisions:**

Since the last Accreditation Visit, the District has purchased and implemented the Online Assessment Reporting System (OARS), which is currently being used to assist in the interpretation of assessment results for the purpose of driving the instructional program and to assist with the preparation of common benchmark assessments. However, the use of data produced OARS is somewhat sporadic. Accordingly ongoing training in this process should be an area of continued focus.

**1. Expand the use of the website to better communicate with parents/students:**

CJSHS currently has a well-organized and regularly maintained website support by the SchoolFusion program. Installed during the past school year, the website is now capable of supporting seamless integration of the school's student data management system (PowerSchool) and class websites. Accordingly, parents can now view a variety of academic information specific to their student. In an effort to further support the school's Spanish speaking parents, information on the website can also be easily accessed in Spanish.

# CHAPTER III

## THE SELF-STUDY PROCESS

### CALISTOGA JUNIOR/SENIOR HIGH SCHOOL EXPECTED SCHOOLWIDE LEARNING RESULTS

Developed in the fall of 2011, these ESLRs are the result of a collaborative effort to incorporate the rich tradition at CJSHS with the innovative skills that school community feels its students will need in order to succeed in the 21<sup>st</sup> Century.

- **Communication:** Sharing ideas clearly.
- **Collaboration:** Working together cooperatively.
- **Critical Thinking:** Higher level reasoning and problem solving.

- 
- **Achievement:** Realizing personal and academic goals.
  - **Attitude:** Developing a positive approach to life and learning.
  - **Aspiration:** Embracing choices that lead to greatness.

- 
- **Truth:** Honesty in words and actions.
  - **Tolerance:** The acceptance of diversity.
  - **Tenacity:** The relentless pursuit of goals and dreams.

- 
- **Success:** Seeing your dreams become a reality.
  - **Scholarship:** The evolution of a life-long learner.
  - **Service:** Contributing to the welfare of the global community.

## **THE ACCOMPLISHMENT OF THE EXPECTED OUTCOMES OF THE SELF STUDY**

### **1. The involvement and collaboration of all staff and other stakeholder groups to support student achievement.**

Although many discussions regarding the strengths, characteristics, and abilities expected of the Calistoga Junior/Senior High School graduate have taken place during the past six years, the **Focus on Learning** process provided the vehicle necessary for all stakeholders in the school's educational community to engage in a thoughtful and thorough process of reflection and discussion, which ultimately led to the recent review and revision of the school's **Expected School-wide Learning Results (ESLRs)**. Beginning in the fall of 2010, this journey was both in-depth and introspective, and encouraged the active participation and collaboration of the entire CJSHS community. Accordingly, students, staff, parents and community members, all have, at various times and to varying degrees, been a part of this development process.

### **2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards.**

Engaging in a continuous process of reflection, research, and discussion, the staff at CJSHS School has developed a greater understanding of how the school's program impacts student learning. The **Focus on Learning** process has fostered interdisciplinary collaboration and has prompted efforts to further align curricular offerings to the appropriate California State Standards. Accordingly, utilizing the acronym "CATS", the current Expected School-wide Learning Results are a clear and concise representation of what the Calistoga Junior/Senior High School educational community thinks each of their graduates should know and be able to do. The participation in the School-wide Focus Group process has encouraged staff members to maintain their global vision regarding critical issues facing their school and their students.

### **3. The gathering and analyzing of data about students and student achievement.**

The process of development and refinement of the School's Expected School-wide learning Results as well as the identification and clarification of the school's growth areas and critical needs have been interdisciplinary and ongoing. In order to effectively complete this process, the staff at CJSHS has spent a great deal of time gathering data on student achievement, analyzing student work, discussing teaching pedagogy and reviewing evidence of student learning. Data collected by both the school and the district has been analyzed and disaggregated in order to develop a clear picture of the critical needs of all students. By involving a variety of stakeholders in a number of different activities designed to encourage discussion, critical analysis, and self-reflection, the school community has been able to focus on those qualities and skills they hope to see in

each CJSHS graduate, and to develop a revised set of Expected School-wide Learning Results that will both define these attributes and direct the continued development of the school's program. However, participation in this process of data analysis has prompted the school's staff to further realize that, while a considerable amount of disaggregated data is now available, they are not yet fully equipped to effectively utilize that data to refine instructional practice and develop and/or adjust curriculum. Accordingly, the need for professional development in the analysis and use of disaggregated data to improve both instructional practice and student achievement would seem appropriate.

**4. The assessment of the entire school program and its impact on student learning in relations to expected school wide learning results, academic standards, and WASC/CDE criteria.**

The discussions engaged in by the members of the interdisciplinary School-wide Focus Groups encouraged a comparison of the school's programs to appropriate WASC rubrics. These discussions assisted the school and its community in evaluating the success of the various programs offered at CJSHS School, particularly as they relate to attainment of the Expected School-wide Learning Results and to the achievement of California State Content Standards. The cycle of inquiry is clearly present throughout the CJSHS educational community.

**5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.**

The goals and activities detailed in the school's action plan are closely aligned to those contained in the school's Single Plan for Student Achievement and are reflective of identified Schoolwide areas of need. An effective accountability system appears to be in place and all elements of the CJSHS community appear strongly committed to the school improvement process. Accordingly, the Schoolwide Action Plan provides the vehicle through which these efforts can be accomplished.

## CHAPTER IV

### QUALITY OF THE SCHOOL'S PROGRAM

Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

*A-1 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 by expected schoolwide learning results and the academic standards?*

The Calistoga Joint Unified School District has a mission statement that guides all schools in the district. *"We are a collaborative, culturally rich community where a rigorous and innovative curriculum prepares our students to be successful contributors to our global society."* The Calistoga Strategic Planning Team meets regularly to reexamine the District's vision, craft a strategic plan to support the vision and ESLRs. The planning team also monitors implementation and progress of the strategic plan. The committee is comprised of certificated and classified staff, students, parents, and community members.

The ESLRs were updated by the ASB class, and school leadership team using the C.A.T.S. acronym to refocus all stakeholders toward achieving the expected schoolwide learning results. The C.A.T.S. acronym represents the school's expectations and goals for all students.

Calistoga High School has other opportunities for school involvement including ELAC meetings, Second Cup of Coffee/Segunda Taza de Café, School Site Council, and WASC focus group meetings. These focus groups allow input and access for community members to administrative and school staff. The Calistoga Athletic Boosters, Music Boosters, and the education foundation are also avenues for community members to contribute to their local high school.

The Calistoga Joint Unified School District develops and maintains a Strategic Plan. The governing board members support the implementation and monitor its progress. The plan has identified five district wide strategic goals that were adopted by the trustees for the years 2008-2013 which are:

Goal 1: Ensure academic excellence for all students.

All of our students will meet or exceed established state standards of performance. The instructional program will provide a responsive and challenging education for every student.

Goal 2: Provide a safe, healthy, and positive school environment.

We will create a positive school environment in which students are safe, empowered to take an active role in the school and community and support healthy life choices for themselves and others.

Goal 3: Enhance communication. We will enhance communication among the local and global community.

Goal 4: Develop a positive and unified school community culture. We will develop a positive and unified school community culture, which embraces and celebrates our multi-cultural richness.

Goal 5: Maintain and improve facilities

We will maintain, improve, and provide facilities with an emphasis on the use of social and environmentally conscious practices.

These goals and the district's vision help support the ESLRs at Calistoga High School.

The review of student performance data is monitored and disaggregated by the site administration. The administrative team prepares reports and makes presentations to the school board at regular intervals throughout the school year. The district office staff oversees all financial transactions carried out on behalf of Calistoga High School and regularly reports to state auditors. The school district maintains a credit rating of A++. The human resources department handles complaints and conflicts by district employees. Complaints at a school level are handled by the principal for certificated and classified staff. Complaint and conflict procedures are provided to district leadership by the working contracts for district employees.

***A-2 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 school wide plan and its relationship to the Local Education Association (LEA) plan?***

The governing board and the superintendent have provided the necessary resources to help improve student achievement at Calistoga High School. They have been able to

increase the number of honors and advanced placement courses offered to students. The district has provided financial support for the Avid Program to help increase the number of students who meet the A-G requirements for college. Professional development has been provided to help staff with mainstreamed special needs students in their classes. Resources have also been allocated for the elimination of the achievement gap. ELL training has been implemented with teachers attending training (AB472) provided by the Sonoma County Office of Education. School professional development has been focused on improved strategies for teaching English Language Learners. The governing board approves the single plan for student achievement on an annual basis.

***A-3 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 school wide action plan based on analysis of data to ensure alignment with student needs?***

Annual goals are formulated by staff to support areas of need identified from assessment data. The annual goals are supported by the leadership team and school site council with time and resources. Students are represented on all major site-based committees and have a voice on policy decisions.

Data is analyzed to identify gaps, target progress of subgroups, and provide formative feedback to monitor the vision of the school. Twice a year data is analyzed from state and local assessments including STAR, CAHSEE, and OARS which are disaggregated by proficiency levels and subgroups. Calistoga High School is able to offer eleven sections of strategic support classes in English and Math. Along with support classes Calistoga High School offers fifteen sections of honors and AP for their advanced students. The school has implemented the OARS data disaggregation program to create a system for timely student data analysis. This data is used to help the school make curricular decisions.

***A-4 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?***

The district uses EDJOIN to advertise available positions in the district. The district works with the Napa County Office of Education to ensure all staff is correctly credentialed and highly qualified according to NCLB. The process of determining staff assignments is effective and staff input is taken into account. Staffing decisions are made with the best interests of the students as the determining factor.

Calistoga High School has twenty three certificated teachers and has had very low teacher turnover. The teachers are a veteran group with an average tenure of eleven years. One hundred percent of the staff is certified to teach ELL students with CLAD or SDAIE certifications and are deemed “highly qualified” per NCLB.



The administration and the unions work together to make sure the contract is being followed by all parties. Input is given by the leadership team on procedures and school policies to the administration. When appropriate, changes in policies are voted on by the staff.

Calistoga High School has common planning time on Wednesday mornings for collaboration, and faculty meetings. Meetings are used for planning in departments as well as across the curriculum. This last year one meeting per month was dedicated to WASC visitation. Staff is encouraged to bring up concerns and the administration has an open door policy for staff to express their opinions.

Staff development is student centered and focuses on strategies for ELL, mainstreaming, best practices in the classroom, and AVID. Teachers attend workshops and present materials to the staff. Strategies that have been implemented by the staff are:

1. Backwards planning
2. Reciprocal teaching
3. Project-based learning

***A-5 To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that is focused on identified student learning needs?***

The school currently uses a data system (OARS) to disaggregate student data from local and state assessments. Professional development is developed based on data and gaps in student learning. The staff recognized a need to improve its ELL programs and trained teachers in strategies to effectively improve classroom instruction. All teachers are CLAD or SDAIE trained and highly qualified in their subject area. Teachers are encouraged to attend trainings for professional development. AP teachers have received the summer training to support their curriculum and students.

The school has made significant academic progress in 2007 the school had a statewide rank of four and a similar schools rank of two. In 2009 those measures increased to a statewide rank of six and a similar schools rank of nine. In 2009 the school met all of the AYP criteria for all significant groups. The staff has identified a need for curricular alignment and instructional strategies as a way to better support student learning at CJSHS.

***A-6 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.***

CJSHS utilizes a budget that supports student learning and extra-curricular activities. It is supported by the District Office, Music and Art Boosters, Athletic Boosters, Calistoga Educational Foundation, and Grant Funding. The Director of Business Services meets three times per year with site administration to assess school accounting practices. The school has two state audits per year to ensure legal accounting practices are being followed.

The district provides current textbooks and materials to CJSHS. The school maintains class sizes of thirty three students or less, with twenty six students or less in laboratory classes. Instructional assistants are provided to support special needs students in mainstream classes. Most classrooms have modern teaching technologies such as: computers, projectors, and document readers.

As a basic aid district the school is financially sound and able to fiscally support a variety of programs. Last year the community of Calistoga voted to fund a bond measure for the construction of a new gymnasium/multipurpose building. The district has committed the resources to retain and attract highly qualified staff with a salary schedule that compares favorably with other districts in the state.

The school has identified a need to expand the use of the school website to facilitate better communication with all stakeholders.

**Areas of Strength:**

- The district has demonstrated fiscally responsible decision- making
- Modern updated facilities with community support through facilities bonds
- Strategic planning is used to support student learning and focus resources
- Effective district policies are in place and are re-evaluated on a regular basis
- Common planning time is set in the schedule to support teaching and learning
- Professional development opportunities are available to staff members
- 100% of CJSHS certificated staff is highly qualified

**Areas for Future Focus:**

- Teacher evaluation process needs to be updated
- Develop benchmark assessments schoolwide with the OARS program
- Provide training to staff members with OARS data system
- Improve school website
- Alignment of curriculum and improve teaching strategies

**Evidence:**

- District mission statement
- Benchmark results
- CST, CELDT, CAHSEE scores
- Staff development agendas
- Single plan for student achievement
- CLAD, SDAIE training
- Schoolwide action plan
- AVID meeting minutes/agendas
- Leadership team meetings
- Master schedule
- Discussions with focus groups, administration, faculty and staff.
- ELD classes
- SARC

### Standards-based Student Learning: Curriculum

***B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results? (Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.)***

While common state standards have guided CJSHS curriculum (they are posted on many classroom walls) and critical thinking skills are infused into many courses, formative assessments, especially in the form of periodic core subject benchmark tests, are still a work-in-progress. Teachers, for example, have spent time aligning course standards, articulating with one another, and using OARS (Online Achievement and Reporting System) to disaggregate data that informs teaching. Teachers use formative assessments, such as the English Department, Science, Math and the Social Science Departments.

While courses have been aligned to state standards, further professional development is planned, particularly looking to refining OARS, whose bank of test questions is not as comprehensive as it might be. Continuing to write benchmark examinations, disaggregating data learned from these assessments and then adjusting curriculum content and teaching practices are all noteworthy, and explain why the achievement gaps is closing, as signaled by the school's higher API scores and its recognition as a 2011 California Distinguished School.

While teachers realize the importance of standards-based curriculum and accountability, they are not so bound to pacing guides that they ignore the "teachable moment," taking time to explore standards-based and aligned content in depth when the moment arises.

There is been an increase in access to honors and AP courses and project-based learning has been explored, but, again, further professional development is needed that can apprise teachers of the efficacy of authentic, project-based lessons, particularly as it relates to 21<sup>st</sup>

century technology. CJSHS Tuesday morning collaborative time allows teachers an opportunity to meet weekly and share curriculum and instruction strategies. For example, English teachers discuss their use of grading rubrics while other departmental instructors share best practices such as assessing students with the 5-step lesson plan “checking for understanding.” Further, Tuesday collaborative time can serve as a collegial conduit, allowing teachers to continue embedding mathematics, science and English skills into one another’s classes, emphasizing reading and writing across the curriculum, scaffolding 7<sup>th</sup>-12<sup>th</sup> courses that build upon each year’s skills and concepts, and further integrating AVID strategies such as Cornell note taking techniques into each classroom.

Armed with course syllabi for each class, CJSHS students are informed as to class grading and homework policies and then go on to challenge rigorous courses. With a recognition that work continues in eliminating the achievement gap with its subgroups (ELL, SED, Spec Ed, Hispanic), CJSHS is the recipient of two “Distinguished School Awards in six years, and has seen its API and STAR scores improve in the last several years. To ensure these trends continue, school administration meets weekly with its counterparts in the feeder elementary school and teachers at respective sites meet twice in the spring to articulate concerns and exchange information. Guided by four college coaches, supported by an after school homework center (CATS), a Tuesday morning tutorial center and by a student assistance program (SAP), students have an opportunity to experience “College Night,” and eventually visit local colleges such as Sonoma State University. In this manner they make progress toward graduation.

CJSHS recognizes that continuing work on accessing and refining data obtained from quarterly benchmark exams, refining its ELD program, eliminating the achievement gap, expanding honors and AP offerings, focusing on Project-based professional development and continuing use of AVID classroom strategies throughout the junior-senior high school curriculum are all important in building on its recent successes. Teachers recognize that site administration and district office administration has been supportive of their professional development, scheduling them for workshops and conferences.

***B2. Do all students have equal 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?***

CJSHS is a comprehensive junior and senior high school that offers a wide range of required and elective college preparatory courses. Offerings include honors and AP classes, and an assortment of elective courses such as art, drama, vocal and instrumental music, woodshop, drafting, yearbook, drama, and computer classes. Rounding out these offerings are a number of “safety nets”, umbrella programs such as ELD classes, Academic Support classes, Special Education inclusion, an AVID program, as well as extra-curricular avenues such as Associated Student Body (ASB) and an athletic program that is supported by ongoing community booster support.

Rigorous as its courses are, they are accessible. All teachers have been trained in SDAIE and CLAD strategies to ensure ELL practice, utilize academic vocabulary and there is an emphasis upon motivating students to challenge the A-G requirements.

CJSHS at the moment has no academic counselor, and school administrators ensure that students are on target to graduate, providing college and career presentations. Assisting are four “college coaches, helping students complete college applications and financial aid forms.

While recognizing that its website can be expanded to facilitate parental communication, CJSHS partners with both parents and community. Parents are welcome on campus, sit on the school Site Council and are involved in monthly meetings with the principal that are called Second Cup of Coffee and Segunda Taza de Café. Three organizations, the Calistoga Education Foundation, the Calistoga Wildcat Athletic Boosters and the Calistoga Music and Arts Boosters, are all active, as are both the Rotary and Lions Club. Eliminating the CJSHS achievement gap with its Sub-groups (EL SED, Special Ed, and Hispanic populations) is an area of follow-up.

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

CJSHS integrates real-life situations into its curriculum, infusing practical situations into as many courses as possible in order to make each more relevant. Mock interviews, resume building, college essays, musical and theatrical performances, craft and clothing design and wood shop projects are all woven into the classes leading to accumulation of 250 graduation credits. Students have four avenues available to graduate from CJSHS: A college preparatory diploma track, a certificate of achievement, a certificate of attendance (without passing CAHSEE), and alternative plan for graduation (students who may or may not have passed CAHSEE, but fail to accrue 250 graduation credits. Regardless of the academic path taken, all roads lead to a graduation ceremony where students are given recognition.

**Areas of Strength:**

- CJSHS continues to offer equal access to rigorous classes and has high expectations for all students and staff monitors course curriculum, continuing to make it challenging.
- CJSHS continues to provide support classes to its sub-group population: Special Education, Hispanic and Latino students.
- CJSHS offers a wide assortment of elective classes.
- CJSHS classes are all aligned to state curriculum.

**Areas of Future Focus:**

- CJSHS should continue concentrating on the creation of benchmark examinations, the results of which can inform its instruction and curriculum.

- CJSHS should continue its efforts in eliminating the achievement gap with its sub-group populations.

**Evidence:**

- Benchmark examinations, pacing guides, scoring rubrics, STAR results, teacher grades, AP and Honors curriculum, SAP program, AVID.
- Collaborative time schedule, interdisciplinary planning, Science Department sequential course work, articulation committee, faculty meetings, professional development agendas.
- College coach program, student planner, teacher handbook, ESLRs.
- Teacher lesson plans, course offerings, Web site, Site Council, Boosters, school board reports.
- College coaches, financial aid.
- Graduation rates, CAHSEE and STAR results, AYP/API, Honors list.

**Standard – Based Student Learning: Instruction**

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

With ELSRs, state standards and daily lesson plan objectives posted in many classrooms and mindful that students bring to the classroom multiple intelligences, teachers use many educational strategies to engage students, keeping each on track toward either a high school diploma or a high school certificate of completion. Instructional strategies vary, ranging from lecture to small group cooperative work. Essay writing in both English and Social Science is standards-based, is vertically integrated and is scaffolded. Rubrics are in common use, but could be simplified and made more student friendly. A possible model could be released CASHEE rubrics. Checking for understanding techniques such as Thumbs up, Thumbs down, Ask for 100% attention, use of white boards and choral response are routinely used. AVID strategies such as Cornell notes, random calls, quick writes, philosophical chairs, graphic organizers, and “think-pair shares” are techniques employed, percolating through the curriculum to non-AVID classrooms. Critical thinking such as synthesizing information criteria is also used. Teachers are very aware of English Language Learners, as they make up an extraordinarily high percentage of their students. SDAIE and CLAD techniques are used ubiquitously in classroom instruction. For example, requiring EL students to talk in class, speak in complete sentences, jigsaw with English speaking partners, surface academic language and contextual clues, and front-load vocabulary are also in common use.

***C2. To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?***

In multiple venues teachers are engaged as coaches (AVID twice-weekly tutorial sessions), Tuesday morning tutorials and after school CAT homework assistance. Project-based instruction is in need of revisiting and administration and staff are strategically planning for 21<sup>st</sup> Century Project-Based lesson by using General Obligation Bond money to build a state-of-the-art computer infrastructure. When completed, standards-aligned project-based assignments can, for example, encourage students to create their own blogs, design their own websites, and compose their own essays. Many CJSHS students lack computers at home, so this is important. Real life experiences and Beyond the Textbook experiences would then be more possible and serve to continue differentiating instruction beyond what teachers are now currently doing with Power Point presentations, the use of the internet, ten hours of community service, and “authentic” performances such as band and theater presentations. CJSHS needs to continue making progress in attracting additional students to its Advanced Placement classes, enriching its ELL sections, infusing each with the most efficacious instructional strategies, and using multiple measure disaggregated data to inform its instruction.

Collaboration is rooted at CJSHS, institutionalized on Tuesday mornings. Use of this time to work on common formative benchmark assessments that can inform teaching, simplify rubrics, discuss professional development opportunities and best teaching practices will further move the school forward, creating an educational climate that is student-centered and teacher driven, having the highest expectations for all stakeholders.

**Areas of Strength:**

- Support programs such AVID, CATS, Academic Support classes, Special Education inclusion and before and after school tutoring.
- CJSHS effectively uses collaboration time once a week.
- CJSHS uses a wide assortment of instructional strategies such Cornell notes, Socratic seminars, quick writes, think-pair share, and graphic organizers.

**Areas of Focus:**

- Further development of project-based learning and additional ways to bring ‘real life’ experiences and beyond the textbook experiences to the classroom.
- Additional resources devoted to upgrading computer laboratory and information technology.
- Revisiting common benchmark assessments and simplifying scoring guide rubrics.
- Continuing to plan professional development that is mindful of school Action Plans.
- Once best teaching practices are identified, instructors should institutionalize them across the curriculum.

**Evidence:**

- Cornell Notes, Quick Writes, Random Calls, Checking for Understanding, graphic organizers, Power Point presentations.
- Posted objectives, ESLRs, benchmarks.
- AVID, rubrics, classroom observations, teacher evaluations.

**Standards-Based Student Learning: Assessment and Accountability**

***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?***

CJSH uses a variety of methods to gather student performance data. Red Schoolhouse's OARSaccess.net (online assessment reporting system) to create quarterly benchmark exams for all core academic classes. This allows staff members to collect, disaggregate, and analyze standards-based student achievement data. Teachers then adjust their instruction accordingly. Reports generated by OARSaccess include student, class, and grade level reports. These enable teachers to review standards-based data to determine what standards need to be retaught. The OARSaccess reports are shared with individual students and their parents.

CST and CAHSEE scores are shared with parents both in English and Spanish. STAR achievement data is analyzed in comparison to student grades and benchmark exam results. If any of these measures lack alignment the benchmark and other assessment tools can be re-evaluated for rigor in order to fine tune assessments. The CST and CAHSEE scores are sent home to parents each fall and meetings are facilitated in both English and Spanish for parents to explain the results of the CST.

The local newspapers are present at the school board meetings when the administration presents the student achievement for the past school year. The results are reported to the community. The newspapers often report about campus news and the honor roll is published quarterly.

In a staff development day at the beginning of the school year, the staff meet in departments and analyze STAR achievement data in comparison to student grades and benchmark exam results. This information is used to improve teaching for the coming year.

Parents are offered a variety of tutorials to help access and understand the PowerSchool system. The *Segunda Taza de Café* parent group conducts workshops to teach parents how to log in to the system and navigate their child's profile. The website for CJUHD is used as a primary communication tool with students, parents and the community.

The Special Education department uses measurable IEP goals, which are written to the appropriate standards and then assessed using general education assessment strategies, such as, essays, multiple choice questions on tests, group projects, classroom



participation and discussions.

Data is shared both formally and informally. There is ongoing discussion among the small departments about assessment data and planning which include the needs for both remediation and advance courses. For the formal process, CJSHS uses OARS data and CST result to determine overall success of a student, class, or course. The results are analyzed to look for patterns and help guide the next steps for growth. A priority has been closing the achievement gap for English Language Learners.

***D2. To what extent do teachers employ a variety of strategies to evaluate student learning? To what extent do students and teachers use assessment results to enhance the educational progress of every student?***

Teachers at CJSH recognize that a wide range of assessments is appropriate for evaluating student learning. Teachers use a variety of summative and formative assessments throughout their classes. Student assessments involve presentations and projects, formal essays, reading comprehension tests, quizzes, graphic organizers, textbook generated tests, lab projects, art critiques, oral reports, benchmark quarterly exams and final semester exams. In the physical education department performance based assessments are used. Also class and homework assignments are used to gauge what students have learned. PowerSchool is a tool in monitoring school-wide progress. PowerSchool gives teachers insight into trends in their courses as well as share student performance with parents. PowerSchool provides quick access to grade data as well as trends within courses. Teachers can view test scores, prior grades, and discipline records from their computers. Improving communication in greater detail with parents and students about achievement and areas of concern is an area of ongoing growth. There are ongoing discussions with departments about the needs for both remediation and advanced courses, and each year the master schedule is modified to reflect the current needs of the student population, while always attempting to increase the achievement of all students

***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?***

CJSHS utilizes a variety of assessment tools to determine how well students are progressing toward the achievement of stated goals. With the technology available to the school, they are able to share our students' progress with the larger community. The district website serves as a central location for data. From the website PowerSchool is accessible by parents and students to review on grades and assignments for each course. Community members can access SARC reports.

PowerSchool is used to share student progress within their courses with families. The school offers workshops for students who do not have computers, or don't know how to use one, on how to use PowerSchool both in English and Spanish. There are many processes in place to share achievement data with the larger community. Each month,

there are two meetings conducted by the principal, Second Cup and Segunda Taza de Café. Parents who attend hear updates from the principal, and they have the opportunity to ask questions and make suggestions. The principal also makes a monthly report to the board

The district level strategic planning event provides a venue for the district, board, and parents to be informed and take part in deciding how the students can make the most progress academically.

***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?***

CJSHS has made changes in their instructional program to better meet the needs of students. In the 2011-2012 school year changes were made to increase the courses available to higher-achieving students that included Honors English classes at every graded level. Other courses added were Honors Algebra, Honors Geometry and Honors World History. The school also expanded its offerings to students who need additional support.

It is notable that the school brought in consultants and worked extensively with them to evaluate existing data and make the structural changes to the academic program. Communication with the community is shown by the sharing of reports of progress, listening to community feedback, and meetings available at a variety of times.

#### **Areas of Strength:**

- Monthly meetings in English and Spanish to address areas of progress and concern
- Parent Access and instruction in the use of PowerSchool
- Staff collaboration for improving instruction for all students with special attention to significant sub groups
- Wide use of OARS access to collect, disaggregate, and analyze standards based student achievement data
- Analyzing STAR achievement data in comparison to student grades and benchmark exam results

#### **Areas for Future Focus:**

- Continue to develop common school wide benchmark assessments
- Increase direct communication between parents and teachers about student progress
- Continue to collect student achievement data and use it to increase opportunities for student success and mastery

**Evidence:**

- Classroom observations
- Benchmark exams
- Self study report
- Focus group meetings

**School Culture and Support for Student Personal and Academic Growth*****E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?***

The community of Calistoga provides extensive resources to benefit students. Businesses provide venues for students to present creative works; restaurants provide meals for sports teams, and offer training sites for special ed students. Clos Pegase Winery provides a great deal of support including tutors for AVID program.

A variety of communication methods are utilized at CJSHS and the District to encourage parent involvement in the teaching/learning process. The district invites parents, parent group leaders, and community organizations to participate in the development of the Five Year strategic Plan. Newspapers highlight student successes in academics, athletics, and the arts. Back to School Night and Open House are events at which parents are encouraged to attend to learn about programs and instruction at the school. Parents are also encouraged to be involved in school activities. Communication is also handled by a large marquee in front of the school and the auto-dialing phone system. A translator is offered for any information needing to be communicated in Spanish. The PowerSchool website is also accessible to parents for grades and class work. Parents are involved with the Calistoga Education Foundation which helps raise money for the enrichment of the curriculum. A “Second Cup of Coffee” is a morning meeting monthly where parents can meet and discuss with the principal about concerns and ideas regarding the school and it offered in the evening in Spanish as “Segunda Taza de Café”. The community provides many resources to benefit the students at CJSHS.

***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?***

Calistoga Junior/Senior High School maintains a clean and safe environment that allows for optimal student learning. The dedicated staff strives to foster a positive school climate in which students and faculty feel safe and supported. There is a school wide disaster preparedness plan and it is reviewed annually. The school has a zero tolerance policy which is enforced by periodic visits by drug detecting dogs. The 12<sup>th</sup> grade English class does a bullying prevention project working with the junior high students.

There are many programs in place that help to foster a safe, clean, and orderly environment. This includes the Safe School Ambassadors program, life skills class for indepth units on drugs, alcohol, and violence prevention; a variety of student clubs and activities which helps to maintain the atmosphere; Friday Night Live for prevention of underage drinking and drug use; Interact; a Student Assistance Program, AVID and Calistoga Academic Team for Success.

***E3 and E4 To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?***

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

CJSHS provides students with a multitude of support services to help ensure their academic success. Because of these services, especially the SAP program and the expanding AVID program, the school was designated a California Distinguished School in 2011. Each senior student works with a staff member as a college coach who assists with college information and post secondary planning. The school holds college nights, college information and financial aid nights. Workshops and/or support materials are provided both in math and English for students who are taking the CAHSEE. AVID has expanded to all grade levels and an AVID elective class is offered at each grade level 7-12. Students are informed of important benchmarks such as PSAT/NMSQT, SAT and ACT test dates. Student Assistance Program (SAP) offers additional counseling services including referrals to the Calistoga Family Center. A Diversion Program Advisor is on campus once a week to monitor students who have been placed in diversion as a part of juvenile justice system. Support is offered for those students and their families to ward off further contact with the juvenile justice system. A school psychologist is present on campus and works with the staff to ensure that special needs students are optimally served. Teachers are available through phone, visits, and e-mail. There is a music program available for all grade levels.

CJSHS has a network of support services, activities, and opportunities both at the school in within the community. As Calistoga is a small community, the school enjoys a special place within the confines of the community.

#### **Areas of Strength:**

- The support of community for extensions to benefit students.
- Spanish is used by many staff members to communicate with the largely Spanish population.
- An extremely dedicated staff
- A variety of staff development and professional growth
- The student assistance program
- An exemplary AVID program
- A “Second Cup of Coffee” and “Segunda Taza de Café” for parents and community members

### **Areas for Future Focus**

- Strengthen the process for non college bound students to develop necessary life skills

### **Evidence:**

- Focus group meetings
- Self study report
- Student/staff meetings
- Community support groups

## **SCHOOL-WIDE AREAS OF STRENGTH AND CRITICAL AREAS FOR FUTURE FOCUS**

### **AREAS OF STRENGTH:**

- A caring and highly capable school faculty and staff that has dedicated itself to creating and maintaining a safe, calm and orderly learning environment and to improving the academic achievement of all students.
- A supportive school site administrative team that is committed to school improvement and to the enhanced academic success of all students.
- Supportive District Office staff that remains committed to funding a comprehensive educational program at CJSHS.
- The clearly evident commitment of the Calistoga Junior/Senior High School instructional staff and administrative team to addressing the academic needs of their diverse student population, along with the pervasive belief that all students are capable of succeeding in a rigorous and challenging curricular program.
- A student body that is respectful, well behaved, focused and receptive to instruction. An obvious sense of school pride is clearly evident among all students.
- Strong Community Support as evidenced by the recently passed school bond measure, contributions from local businesses, parental meeting attendance and support of the schools booster organizations.
- Efforts made to eliminate the achievement gap between Hispanic/Latino students and their White classmates as evidenced by increased achievement

and an increased number of Hispanic/Latino students placed in honors and AP classes.

- An exemplary AVID Program that has been expanded to include all grade levels and now serves approximately 140 students schoolwide. The success of this program is further evidenced by the degree to which AVID strategies are utilized across the school's program.
- The availability of the OARS Data System which provides administration and teachers access to a great deal of current data regarding student achievement, which can then be disaggregated and analyzed for the purpose of improving the school's instructional programs.
- The commitment of the faculty and staff at Calistoga Junior/Senior High School to providing all students with a high quality, comprehensive and standards-aligned course of study. This includes the use of consistent curricular programs and standards aligned textbooks in all core academic areas.
- Recognizing the importance of partnering with families, the school continues to look at improving school to home communication. To this end, it has embraced the PowerSchool Parent Portal as one modality and has implemented an automatic telephone dialer system as another. The very successful *Segunda Taza de Café* has been successful in communicating with the school's Hispanic/Latino Community.
- The presence of Benchmark Assessment and Common Assessment Protocols, the results of which provide staff with the data necessary to appropriately inform their instructional program.
- The availability of a wide variety of academic and student support programs, including academic support classes, a comprehensive Student Assistance Program and an AVID Program, all of which are designed to accommodate the needs of **all CJSHS students**.
- An extremely inclusive Special Education Program which successfully meets the educational needs of all such students, as evidenced through student grades and graduation rates.

## **AREAS FOR FUTURE FOCUS:**

- The continued implementation of a structured, focused and ongoing site-based professional development program and calendar designed to specifically

address the school's changing instructional and curricular needs, as identified by data analysis and/or staff input.

- Because effective school improvement relies on the school-wide analysis of disaggregated data, and because the timely, ongoing availability and dissemination of this type of information to the school staff is critical, the District and the school are encouraged to provide all staff with professional development opportunities designed to train both teachers and administrators in the effective use of data for the purpose of revising instructional practice and thereby improving overall student achievement.
- CJSHS is encouraged to continue its current focus on eliminating the achievement gap between the school's Hispanic/Latino students and their white classmates.
- Although pacing guides and benchmark assessments have been developed and are currently in place, CJSHS is encouraged to collaboratively review and refine these exams with input from department members and with a particular emphasis on alignment of these exams to State Standards.
- Given projected budgetary concerns, the need still exists to make certain that resources are available to maintain, update and expand the CJSHS technology program and infrastructure in order for the staff to continue to integrate the use of technology into the curriculum.
- In order to more effectively monitor the achievement of the school's English Learners, particularly the achievement of those EL students placed in regular core academic classes, the school and the District are encouraged to investigate the efficacy of providing CJSHS with some form of on-site English Learner Coordinator support.
- The school is encouraged to enhance the use of the Classroom Walk-Through process in order to help evaluate the effect that the school's professional development program is having on student achievement. The development of a peer-to-peer observation process is also encouraged.

## **CHAPTER V**

### **ONGOING SCHOOL IMPROVEMENT**

#### **A. SCHOOLWIDE ACTION PLAN – BRIEF SUMMARY FROM THE SCHOOL’S SELF- STUDY DOCUMENT**

Following the completion of the CJSHS Self-Study process, the school’s Leadership Team prioritized items noted as areas for future growth and subsequently prepared the Schoolwide Action Plan that is briefly summarized below:

***Goal 1: Develop and use state standards aligned benchmark exams for all core areas.***

**Rationale:** CJSHS currently uses the OARS Data Processing System. However, teachers have reported that while OARS is a good system for use in disaggregating data, it is not robust enough to generate effective benchmark exams.

**Activities designed to accomplish this Goal:**

- Evaluate current faculty usage of the OARS Data Processing System.
- Research and purchase a data management system that includes the potential to develop state standards aligned benchmark exams.
- Correlate benchmark exams with current grading practices within classes and student scores on annual CST assessments.

***Goal 2: Improve communication from a school to parent perspective:***

**Rationale:** Improvements in communication will help faculty and students apply the ESLR’s by enabling the school community to more effectively share ideas and work together collaboratively.

**Activities designed to accomplish this goal:**

- Increase opportunities for direct communication between parents and teachers.
- Continue to conduct *Segunda Taza de Café* meetings with Hispanic/Latino parents.
- Schedule and conduct “Teacher/Parent Meet and Greet” meetings.
- Investigate the possibility of producing a monthly newsletter that would be sent to all families.
- Review effectiveness of the Spanish translation of the school website.
- More effectively track the progress of recent graduates.



***Goal 3: Incorporate more technology into the classroom:***

**Rationale:** The availability of current technology and its incorporation into the school's curricular program is vital to the achievement of the school's expected learning results.

**Activities designed to accomplish this goal:**

- Upgrade school's technology infrastructure, an activity planned for completion during the 2012-13 school year. Funds for this will come from the recently passed General Obligation Bond.
- Continue to explore the option off Project-Based Learning.
- Create a new computer lab with the capacity to serve a full class of 32 students.

***Goal 4: Increase effective use of checking for understanding strategies:***

**Rationale:** Checking for understanding strategies will assist teachers and students determine the degree to which students understand curricular material and will inform teachers regarding what material needs to be re-taught.

**Activities designed to accomplish this goal:**

- Investigate additional professional development in the use of such strategies.
- Create a schoolwide expectation that all teachers will use checking for understanding strategies in class daily.

***Goal 5: Align the Single Plan for Student Achievement with the Schoolwide Action Plan:***

**Rationale:** Incorporating Action Plan items into the School's SPSA will serve to create one document that will enable the school community to focus its efforts on those initiatives that have been identified as most likely to improve the achievement of all students.

**Activities designed to accomplish this goal:**

- The school's Leadership Team will use the WASC schoolwide Action Plan to develop the CJSHS Single Plan for Student Achievement in the spring of 2012.

## **B. VISITING COMMITTEE COMMENTS ON SCHOOL IMPROVEMENTS ISSUES**

### **To what extent is the school-wide action plan adequate in addressing the critical needs for follow-up?**

The Committee finds that the Action Plan as proposed by CJSHS is appropriately directed toward the improvement of the school's performance, particularly as it relates to the identified critical growth areas. The general themes of the Action Plan correlate appropriately to those growth areas and to the critical school wide areas for follow-up identified by both the school staff and the Visiting Committee. During the visit, The Leadership Team and the Visiting Committee had several in depth discussions concerning methods by which the school was planning to implement and sustain proposed changes. During those discussions, several suggestions were made to the Leadership Team regarding the inclusion of additional elements into the Plan in order to make certain that all identified critical areas were appropriately addressed by the details of the Plan. With these additions and revisions, the Visiting Committee found that the plan as it is currently constituted is both appropriately focused and detailed.

### **To what extent will the action plan steps within the various sections enhance student learning?**

The Committee is confident that pursuing the Action Plan will likely lead to improved student performance, both in the classroom and on statewide assessments. Continued efforts to integrate the Expected Schoolwide Learning Results into the curriculum and to improve instructional practice and curriculum development through a process of ongoing professional development will assist in the enhancement of student learning and achievement.

### **Has the Action Plan integrated all major school initiatives?**

The inclusion of all major school initiatives into the CJSHS Action Plan is clearly evident. The goals and activities of the Action Plan are reflective of the school-wide areas for focus identified by the school community and reaffirmed by the Visiting Committee and are a direct reflection of the goals and initiatives that the school plans to include in a revised Single Plan for Student Achievement. The school's focus on reducing the achievement gap and improving the academic success of **all** students form the foundation of this Action Plan and of the school's future planning.

### **Is the Action Plan feasible within existing resources?**

While definitely ambitious, and taking into account the growing level of current economic uncertainty, it remains the opinion of the Visiting Committee that, given the projected resources, the CJSHS Action Plan is a very feasible one. It is clearly the intention of the school, as well as the new superintendent, to maintain those

programs and initiatives necessary to the successful implementation of the Action Plan.

**To what extent is there sufficient commitment to the action plan, school-wide and system wide?**

Commitment to the school's action plan is both widespread and clearly evident. Staff members at Calistoga Junior/Senior High see the Action Plan as a natural extension of their regular planning processes and accordingly, as the diagram that will promote continued school improvement.

**What are existing factors that appear to support school improvement?**

- The introduction of the PowerSchool Parental Portal program that provides enhanced and timely parental access to student grades and classroom assignments.
- Continued strong daily attendance patterns.
- Willingness of the faculty to use a variety of instructional strategies, including Cornell Notes, sentence starters, choral response, quick writes, random call, Socratic seminar, think-pair-share and teacher directed discussion.
- The presence of four College Coaches to assist students in planning their transition to higher education.
- The implementation of the Edge Curriculum, including e-assessment and Online Coach, for use with the school's EL students.
- Workshops offered to parents on the use of the PowerSchool system.
- Strong community support as evidenced by the recent approval of a general obligation bond as well the assistance provided by local business as well as the school's booster clubs and educational foundation.
- A teaching staff that is 100% CLAD certified and SDAIE trained.
- A very supportive District and school-site administrative structure, that includes a Superintendent and Principal, both of whom are fluent in Spanish.
- Seven annual professional development days, provided to the school by the District, for use in improving the instructional process.
- BTSA support available through the Napa County Office of Education.
- The willingness of the Principal to meet with the school's Hispanic/Latino parents in a Spanish-only environment referred to as the *Segunda Taza de Café*.

- The process of conducting regularly scheduled “Instructional Rounds” in order to review and improve instructional practice.
- The strong, school-wide desire to maintain regularly scheduled teacher Collaboration time.
- The widely held belief that all CJSHS students can be successful in a rigorous and challenging curricular program.
- The use of both District Benchmark and school-site Common Assessments to measure student understanding and drive instructional practice.
- The introduction of new courses such as ELD/Strategic (10<sup>th</sup>) and Core Algebra (8<sup>th</sup>) designed to support struggling students.
- The alignment of textbooks to California State Content Standards in all core areas and the use of a common textbook in core content areas.
- An extensive and regularly updated school website that contains a great deal of current school information, that is also available in Spanish.
- A highly capable school Staff that has dedicated itself to creating and maintaining a calm, safe, and orderly learning environment.
- The pervasive expectation that all students will participate in a rigorous and academically challenging series of courses while at CJSHS.
- Effective Student Assistance and After School Tutoring programs.
- A student body that is well behaved, focused, and receptive to instruction.
- A very effective Safe School Ambassador program.
- An extensive and extremely inclusive special education program that encourages placement in the least restrictive environment to the greatest degree possible.
- A school staff that values learning, celebrates student achievement, and encourages inquiry, analysis, and other higher order skills.
- A staff and student body that work to promote mutual respect and personal responsibility.

**What impediments will the school need to overcome in order to accomplish any of the action plan section?**

- Maintaining the resources necessary to maintain school safety and support the school's various academic programs.
- A very high counselor to student ratio, making effective, timely and ongoing interaction very difficult.
- Linguistic and cultural barriers that make it difficult for some elements of the Calistoga Junior/Senior School educational community to fully and actively participate in the schools' many programs and initiatives.
- The need for continued support for the school's technology program.
- Maintaining appropriate time for collegial planning and ongoing staff development.
- Difficulty in both understanding and using the OARS Data Management System.

**How sound does the follow-up that the school intends to use for monitoring the accomplishment of the school-wide action plan appear to be?**

Methods and timelines developed to monitor the accomplishment of the school's revised Action Plan appear to be both sound and comprehensive. Discussions with all stakeholders indicate a strong commitment to the enhanced success of all Calistoga Junior/Senior High School students. All elements of the school's educational community realize that the successful implementation of the activities listed in the plan will necessitate continued monitoring and potential plan revision.