

WESTERN ASSOCIATION OF SCHOOLS AND
COLLEGES

**MIDTERM VISITING COMMITTEE
REPORT**

FOR

Calistoga Junior/Senior
High School

Calistoga Joint Unified School District
Calistoga, California

March 30, 2015

WESTERN ASSOCIATION OF SCHOOLS
AND COLLEGES

Midterm Visiting Committee Members
For

Calistoga Junior/Senior High School

Committee Member

Mr. Murray Schneider, Principal - Retired
Jefferson High School

Committee Chair

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Original Visitation: **October 25-28, 2012**

On-Site Review: **March 30, 2015**

1. Introduction

Located in the northern end of the picturesque Napa Valley, Calistoga Junior/Senior High School is a small, rural school that currently serves approximately 341 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. 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 who share an educational history that goes back several generations.

Featuring a highly trained staff that is clearly committed to the personal and academic success of all students, an array of successful academic programs, a large and highly utilized offering of extra-curricular programs and a clearly stated, consistently implemented set of school-wide behavioral standards and expectations, CJSHS School continues to offer the programs and supports necessary to promote the personal and academic success of all students. Accordingly, 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.

As noted, the student body of CJSHS is very much a reflection of the school's multi-cultural and multi-lingual attendance area. Evidence indicates that while total school enrollment has decreased slightly over the past three 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 16% White Non-Hispanic and 79% Hispanic/Latino. A very small number of African American, Asian Native American, Filipino and Pacific Island students complete the school's demographic composition. Of the approximately 341 students currently enrolled at CJSHS, approximately 62% qualify for the Free or Reduced Lunch Program while approximately 22% of the school's students are designated as English Learners, with the overwhelming majority of those speak Spanish as their first language. It is important to note, however, that while the families of the school's students are primarily stable, year-around residents, their income levels generally fall within the low and middle ranges. The school considers this cultural and linguistic diversity to be its most important social and academic asset. While such cultural diversity serves to provide a multitude of social and academic benefits, it also presents schoolwide challenges as well.

Review of Academic Achievement Data:

At the present time, academic accountability calculations for all California public schools have entered a period of significant transition. Accordingly, because of the impending transition to Common Core Standards and to the Smarter Balanced Assessment process, API calculations have been suspended for the 2013-14 and 2015-16 school years. Similarly, in accordance with the “Determination Waiver” recently approved by the United States Department of Education, Adequate Yearly Progress calculations for junior/senior high school programs such as CJSHS have also been suspended. While the California High School Exit Exam will remain, the Smarter Balanced Assessment process will replace the majority of the current CST testing program. Accordingly, conclusions drawn from data collected during this transition period should be analyzed with this transition process in mind. That being said, a review of most recent assessment data does reveal several trends that the school is encouraged to consider. Specifically:

- Proficiency rates achieved by the school’s English Learners and calculated for the purpose of determining Adequate Yearly Progress have dropped from 30.8% to 20.0% (ELA) and from 18.3% to 12.5% in Math. As noted in the school’s Title III Accountability Report, the majority of the school’s EL students are considered to be “long term” English Learners, having been designated as EL for five or more years. Such students, many of whom were actually born in the United States, present CJSHS with a unique set of academic challenges. That being said, however, it should be noted that, according to recent data, 69.2% of the school’s students with a previous CELDT score successfully met the requirements of Title III AMAO 1 (Percent of students making progress in learning English) while the State target was 57.5%. An even more interesting result is apparent after a further examination of Title III Accountability results for AMAO II (Percent of students attaining proficient level on the CELDT). As noted in this data, with the State target at 47%, 56.5% of the school’s “long term” English Learner students scored English proficient on the CELDT. However, a further examination of CELDT results indicate that, for the past six years, most CJSHS English Learner students continue to score in the Intermediate and Early Advanced levels, a profile similar to that seen in many districts around the state.
- While API calculations are currently suspended by the California Department of Education, an examination of such data from previous years reveals results similar to those seen in a review of AYP data. After several years of continued and oftentimes dramatic growth, results from the 2013 assessment cycle resulted in some significant declines that are detailed below:

Subgroup	2012 Base	2013 Growth	2012-13 Growth
Schoolwide	771	739	-32
Hispanic/Latino	727	715	-12
White	887	815	-72
Socio-Econ. Disad.	737	722	-15
English Learners	696	644	-52

As previously noted, API calculations are currently suspended by the CDE pending a redesign required by the implementation of the Smarter Balance assessment protocol. Currently, the school's three-year average API, released in March of 2014, remains at 760. That being said, the drops noted in the achievement data noted above should be further investigated.

- A review of CAHSEE passage rates reveals similar concerns. As noted on the chart below, each of past three years have seen the school experience drops in the number of students passing the CAHSEE 10th grade Census Administration with a score of 350 or higher. While passage rates for Math remain relatively stable and in fact, significantly improved for the school's English Learners, passage rates for ELA feature some significant drops. Specifically:

CJSHS 10th Grade CAHSEE Results – English-Language Arts

Subgroup	2012- % Passed	2013 - % Passed	2014 - % Passed
Schoolwide	92%	88%	82%
White	100%	*	*
Hispanic/Latino	84%	86%	77%
Socio. Econ. Disad.	84%	86%	76%
English Learners	84%	86%	76%

CJSHS 10th Grade CAHSEE Results – Mathematics

Subgroup	2012- % Passed	2013 - % Passed	2014 - % Passed
Schoolwide	88%	85%	85%
White	100%	*	*
Hispanic/Latino	78%	84%	81%
Socio. Econ. Disad.	77%	84%	80%
English Learners	46%	*	54%

Rates for students achieving the CAHSEE federal proficiency level with a score of 380 or higher while lower, reflect a similar pattern of drops, gains and gaps in achievement.

- An examination of recent CST Results from grades 7 to 11 reveals the same achievement patterns. As detailed on comparison charts prepared by the school, while the percent of Hispanic/Latino and Socio-Economically Disadvantaged students scoring proficient or advanced has, for the past three years, remained relatively stable across all grade levels, White and English Learner students have, during that same time period, experienced some significant drops. An examination of Mathematics CST results provides evidence of the same achievement patterns. As noted in the aforementioned charts, the percent of White, Hispanic Latino and English Learner students scoring proficient or advanced in Algebra I has, in the last three years, dropped significantly.

However, an examination of CST results for Geometry, Algebra II and Summative math reveals an inconsistent series of drops and gains. As these tests will no longer be given, drawing conclusions from this data becomes problematic. However, a review of the trends apparent in this data does reveal the same persistent achievement gap between Hispanic/Latino and English Learner students and their White classmates that is evident in assessment results previously referenced. That being said, this gap does appear to be more evident in results for the high school program.

- While student scores on both the SAT and ACT remain relatively low, the number of students taking Advanced Placement examinations has seen a dramatic increase over the past three years. During that same period of time, the percentage of graduating students successfully completing A-G requirements has also increased significantly. As noted on the following chart, the number of students applying to and being accepted by colleges and universities has, in the last several years, dramatically increased. Staff attributes these positive trends to the success of the school's AVID Program, the first two cohorts of which graduated in 2013 and 2014.

CJSHS College and University Acceptance Information

	2011-12	2012-13	2013-14
% Completing UC/CSU Admission Requirements	48%	54%	63%
Number of CSU Applications	14	25	34
Number of UC Applications	5	15	19
Number of Private or Out of State Applications	2	24	32
Number of CSU Acceptances	29	42	66
Number of UC Acceptances	3	12	15
Number of Private or Out of State Acceptances	2	41	62
Number of Students Attending a 4-Year College or University	15	18	35

2. Significant Developments

A number of significant developments, reflective of the school's focus on student achievement and/or the contents of the School-Wide Action Plan, have occurred at Calistoga Junior/Senior High School since the previous visit three years ago. Specifically:

- Over the past three years, the school's overall population has remained relatively stable. However, during that same period of time, the school's Caucasian

population has decreased while the number of Hispanic/Latino students has experienced slight but consistent growth.

- The past three years have also seen additional enhancements to the school facility, including the construction of a new student union building and a new gymnasium as well as the addition of a new quad area that is designed to provide a more comfortable and suitable environment for a junior/senior high school program. Additional improvements include the renovation of a number of classrooms, the construction of a new kitchen facility and music room, the purchase and use of new classroom furniture designed to promote student interaction and the introduction of new landscaping throughout the school grounds.

- Since the last WASC visit, the school has experienced a significant decline in API scores, both schoolwide and within each subgroup.

- A review of most recent assessment results confirms the continued existence of an achievement gap between the school's Hispanic/Latino and English Learner students and their white classmates. While growth has occurred, the aforementioned gap persists.

- Through the use of professional development opportunities offered by the District and the Napa County Office of Education, the school is currently focusing on full implementation of the Common Core Standards as well as the need to effectively prepare students for the impending full implementation of the smarter Balanced Assessment protocols. Changes to instructional practice and the use of the Constructed Response protocol have also been the focus of these trainings.

- The effective use of Project Based Learning, aligned to the Common Core, appears to be widespread.

- The school has replaced its "strategic" English classes with the adoption and implementation of the Read 180 Program. While the target population for this program is the school's English Learners, it is also designed to be used with struggling general education students and special education students as well. Data compiled during the first several months of operation appears to be very encouraging.

- The last three years have seen the hiring of a new Principal and Vice-Principal. However, the school has otherwise experienced minimal teaching faculty and/or staff turnover, which has contributed to a school-wide sense of cohesiveness and consistency of academic focus and purpose. However, those staffing changes that have occurred are significant. With the retirement of several long-term teachers, the school was able to hire three new science teachers, a new math teacher and a new junior high English teacher. A new Librarian/Digital Literacy Teacher was also added and is currently supporting implementation of the Common Core across all content areas. Currently, all certificated staff are "highly qualified" and CLAD certified while 64% possess a Master's Degree. Despite its large Hispanic/Latino

population however, the school currently has no certificated staff of that demographic.

- Schoolwide and subgroup attendance rates remain very high while suspension rates remain very low. Similarly, the school's graduation rate has gone from 90.8% (2011) to 98.2% (2013) while the dropout rate has gone from 7.7% in 2011 to a 2013 rate of 0.0%.

- The growth of the school's AVID Program, designed to promote the academic success of academically capable but underachieving students. This program now serves approximately 90 students in grades 7 through 12.

- With the development of five new classes scheduled to begin in the fall of 2015, the school has firmly committed to the enhancement of its Career Technical Education Program. These new CTE programs are Culinary Arts, Journalism, Coding/Programming and La Promesa (The Promise), a program designed in collaboration with Sonoma State University that could also provide students who complete the class with university credit. A Construction/Building Trades class will now provide a CTE capstone to the school's Wood Technology program.

- The school is now providing the Naviance College and Career Exploration program, with full implementation scheduled for the fall of 2015.

- The school is now providing several new student support programs, including the After Class Enrichment Program (ACES) as well as an after school tutoring and mentoring program called "the Hub", that is operated by AmeriCorps personnel. In addition, in an effort to support struggling students, particularly English Learners, the school has replaced "Strategic" English classes with the Read 180 Program.

- In the last three years, the number of students applying to and being accepted by UC, CSU and out of state colleges and universities has risen dramatically. The school staff attributes this development to the success of its AVID Program.

- The school has implemented an aggressive staff development program designed to address identified specific areas of concern. These efforts have focused on such important topics as effective instructional strategies, the full implementation of the Common Core, the development of Professional Learning Communities and the use of AVID strategies across the curriculum.

- During the past three years, significant upgrades have been made to the school's technology infrastructure. The entire school, including the gym and multi-purpose room, now has wireless connectivity. Accordingly, the Internet can now be accessed from any room on campus. During the 2012-13 school year, a CAD lab was installed that now includes 24 student workstations. A new 3-D printer has also

been purchased for this program. Chromebook carts containing sufficient devices for all students are now available in all core classrooms while ceiling mounted projectors and assisted listening devices have been installed in most classrooms. In addition, a common district-wide domain enables cloud-based storage while eliminating the need for a school-site server. As evidenced by the implementation of such programs and applications as Google Apps, Read 180 and the DIGITS online math curriculum, the school's use of technology is definitely designed to support the instructional program.

3. Description of the Follow-up process

Currently, the school's Leadership Team, composed of the administrative team, content area representatives and other leaders from various key programs and learning areas, has assumed responsibility for the continued monitoring and implementation of the School's Action Plan.

In August of 2014, the entire school staff met to discuss data that had been collected related to the implementation of the Action Plan prepared following the WASC visit of March, 2012. Since then, additional data has been collected, disaggregated and reviewed by each core academic department in order to determine to which the plan developed in 2012 has been implemented. Focus Groups representing all elements of the school staff were established in February of 2015 in order to generate comments on the effectiveness, progress and continued relevance of the initiatives and activities contained in the action plan. At the same time, the School Site Council and Leadership Team were kept apprised of the progress being made in this process. Summary findings regarding the effectiveness of the action plan and regarding relevant student achievement data were then put into writing by members of each focus group and submitted for inclusion in the school's Mid-Term Report. Based on these findings, the school's Action Plan was revised in order to effectively address identified concerns. A copy of the revised Action Plan was then attached to the school's Mid-Term Report. Prior to its final publication, this report was distributed to members of staff members and to the Leadership Team for comments and suggestions. The finalized copy of the Mid-Term Report was then made available to staff and was presented to the District Governing Board.

4. Follow-up Process: Progress on the School-Wide Action Plan

Since the last WASC visit three years ago, the Calistoga Junior/Senior High School Educational Community has made significant progress toward the implementation of the school's 2012 Action Plan. Specifically:

SMART Goal 1 – To design and implement a Professional Development Program and Calendar that address the school's changing instructional and curricular needs.

In the past three years, the school has increasingly focused on the concept of Project Based Learning. Accordingly, by the fall of 2014, all but one of the school's

teachers had been fully trained in this practice. Training focusing on Benchmark analysis was also well attended. Beginning in the fall of 2014, however, schoolwide professional development, much of which was provided by the Napa County Office of Education, has been focused on Common Core Implementation, the teaching of academic language as well as reading, writing and literacy strategies. The need for all teachers in all content areas to focus on such strategies as well as strategies related to the Constructed Response protocol have also been points of emphasis.

Beginning this year, all teachers have been provided with four Release Days, for the purpose of data analysis, program evaluation and future planning. In addition, designed and maintained by a CJSHS staff member, a Teacher's Professional Development Website currently contains a wealth of information on instructional strategies and techniques as well as all agendas and materials used in previous professional development activities. This site can be accessed at www.cjshsteachers.weebly.com.

In an effort to keep disciplinary issue at a minimum, training has also been offered that has enabled the school to implement the BEST Behavior Program. In addition, three English Language Arts Teachers have been fully trained in the implementation of the Read 180 Program, which is currently in use to support the school's English Learner students in grades 7 – 12. The school's revised 2015-16 Action Plan focuses on the school's capacity to effectively address the needs of its "long term" English Learner population.

SMART Goal 2 – Develop and use state standards aligned benchmark exams for all core areas.

With the impending full implementation of the Common Core and Project Based Learning, the development and use of both pacing guides and benchmark assessments has not been widespread. However, beginning in the fall of 2014, the school's English Department has used the OAR's Data System built-in Common Core aligned formative assessments and plans to use available summative assessments near the end of the school year. Accordingly, the development and use of Common Core aligned pacing guides and benchmark assessments remains a part of the school's agenda.

SMART Goal 3 – Continue to eliminate the achievement gap and implement an English Learner Coordinator.

As noted by the school staff in the CJSHS Mid-Term Report, while assessment scores have improved, the achievement gap previously identified still remains. However, during the past three years, the school has made great strides in addressing this issue. Specifically:

- The Read 180 Program has been implemented in order to support the school's English Learner students.

- An ELD Summer School Program will begin in the summer of 2015.
- Focused on the school's EL students, an after-school support "Hub" is being operated by AmeriCorps volunteers and is currently open until 7:00 pm. AmeriCorps STEM personnel also currently provide support to EL students in Science and Math classes while an EL Tutor is available three days each week to provide classroom assistance.
- The school now has an EL Coordinator to assist with the implementation and monitoring of these supports.

SMART Goal 4 – Incorporate more technology into the classroom.

The past three years have seen numerous efforts to address this important initiative. The entire school, including the gym and multi-purpose room, now has wireless connectivity. Accordingly, the Internet can now be accessed from any room on campus. During the 2012-13 school year, a CAD lab was installed that now includes 24 student workstations. Chromebook carts containing sufficient devices for all students are now available in all core classrooms while ceiling mounted projectors and assisted listening devices have been installed in most classrooms. In addition, a common district-wide domain enables cloud-based storage while eliminating the need for a school-site server. As evidenced by the implementation of such programs and applications as Google Apps, Read 180 and the DIGITS online math curriculum, the school's use of technology is definitely designed to support the instructional program.

SMART Goal 5 – Incorporate the Classroom Walk Through (CWT) Process:

Evidence indicates that this initiative remains a work in progress. During the 2014-15 school year, utilizing the previous protocol, walkthroughs were performed only during the second quarter and many teachers did not participate. Evidence further indicates that the schools teachers believe that the CWT process should be reviewed and revised and that the concept of peer-to-peer "Learning Walks" should be investigated for potential use. As many questions remain regarding this process, it remains a point of focus for the school staff.

5. Additional Recommendations

After a thorough review of the school's Mid-Term Report and its revised Schoolwide Action Plan, and after many classrooms visits and discussions with both students and staff, the Mid-Term Visiting Committee does not see the need to include any additional recommendations in this report.

Respectfully Submitted,

Richard Boitano, Chair
Site Review Committee

Murray Schneider, Member
Site Review Committee

Date