



CALISTOGA JR/SR HIGH SCHOOL MID-CYCLE PROGRESS REPORT

**1608 Lake Street
Calistoga, CA 94515**

Calistoga Joint Unified School District

March 30, 2015

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

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I. Introduction and Basic Student/Community Profile Data

School and Community Profile

Calistoga Junior/Senior High School is located in the picturesque town of Calistoga, California at the northern end of the Napa Valley. CJSHS is a small, comprehensive, rural school consisting of 341 students in grades 7 through 12, and is served by a staff of 25 certificated teachers. Teacher turnover is minimal with teachers having an average of 14 years of service at CJSHS. Additional staff members include one counselor, a Student Assistance Program (SAP) coordinator, a Safe Schools and All Stars Programs coordinator, after-school program staff, three para-professionals, two secretaries, and a librarian.

Calistoga High School opened in September of 1915. In 1968, the district decided to convert the high school into a combined junior/senior high school serving 7th through 12th grades. The total school enrollment at that time was 234. Located at the northern end of the Napa Valley, the community is entrenched in a rich culture of tourism and vineyards. This provides a unique mix of student population. CJSHS students come from a wide variety of socioeconomic settings, from affluent homes to impoverished apartments. Children of vineyard owners attend the same classes and sit next to the children of vineyard workers. With only one elementary school in town, many students are in school together from kindergarten through 12th grade—a unique experience that fosters a strong sense of community in which people “keep in touch with each other,” over time. With only one school in town, many business owners and town officials are Calistoga graduates, and the legacy of Wildcat Pride lives beyond any single season’s win-loss record. With an educational history shared by grandparents, parents, and students, Calistoga Junior/Senior High School benefits from heightened expectations for excellence and extensive community support.

Despite changing demographics and new accountability requirements, each generation comes to affirm the truth of our school motto – Home of Scholars and Champions. Calistoga is well known for wineries, hot springs, mud baths, and mineral water. The local economy is based on tourism and the wine industry, although the school district is the town’s largest single employer. Calistoga’s population of approximately 5,300 includes a large segment of retirees. Growth is slow due to high real estate prices and tightly controlled sewer and water resources. Locally owned and operated business is the law in Calistoga—large chains and franchises are prohibited. Families in the community generally fall into the lower to middle income range.

Our current student population is a cultural mix of approximately 79% Hispanic, 16% Caucasian, and a very small number of African American, Native American, Asian, Filipino, and Pacific Islander students. Sixty-two percent of our students qualify for free or reduced price lunch. CJSHS families are primarily stable, year-round residents. We consider the high number of bilingual students one of our greatest assets. Our EL population has dropped slightly and now stands at 22% of our total student population. While overall achievement at CJSHS had steadily improved between 2001 and 2012, our API dropped significantly in 2013 from an all-time high in 2012 of 771 to 739 in 2013. During that same time period, our EL population has gone from an API of 698 to 683 and our Hispanic population has dropped from an API of 738 to 722. Our white population experienced the most significant drop from an API of 887 in 2012 to 815 in 2013.

As a true neighborhood school, the entire community takes great pride in our learning environment. In 2010, a General Obligation Bond was passed by the voters to improve the current facilities, and projects were completed during the 2012-2013 and 2013-2014 school years. The school received a new student union building that serves as a cafeteria/multi-purpose building and a new gymnasium for athletic contests. In addition, a new quad was built allowing students a more comfortable and suitable environment for a junior/senior high school life and atmosphere. The bond also made possible significant upgrades to the technology infrastructure including school-wide wireless connectivity. Furthermore, through a partnership with NapaLearns, we have shifted to a one-to-one device model facilitating innovative teaching and learning school-wide.

At CJSHS, we strive to create a culture of learning and community, the willingness to come together and compromise for the whole, and the constant push for high expectations for all students. CJSHS's goal is to prepare all students with the knowledge, skills, and attitudes necessary to participate fully as members of our community and society. Through an uncompromising commitment to high standards and a personalized approach, we will continue to promote the academic success of every student. Through it all, our students at CJSHS have come to know and understand what it means to be a part of something. They continue to work hard every day to be part of Calistoga Junior/Senior High School, Home of Scholars and Champions.

Expected Schoolwide Learning Results (ESLRs)

C
Communication
Sharing ideas clearly
Collaboration
Working together cooperatively
Critical Thinking
Higher level reasoning and problem solving

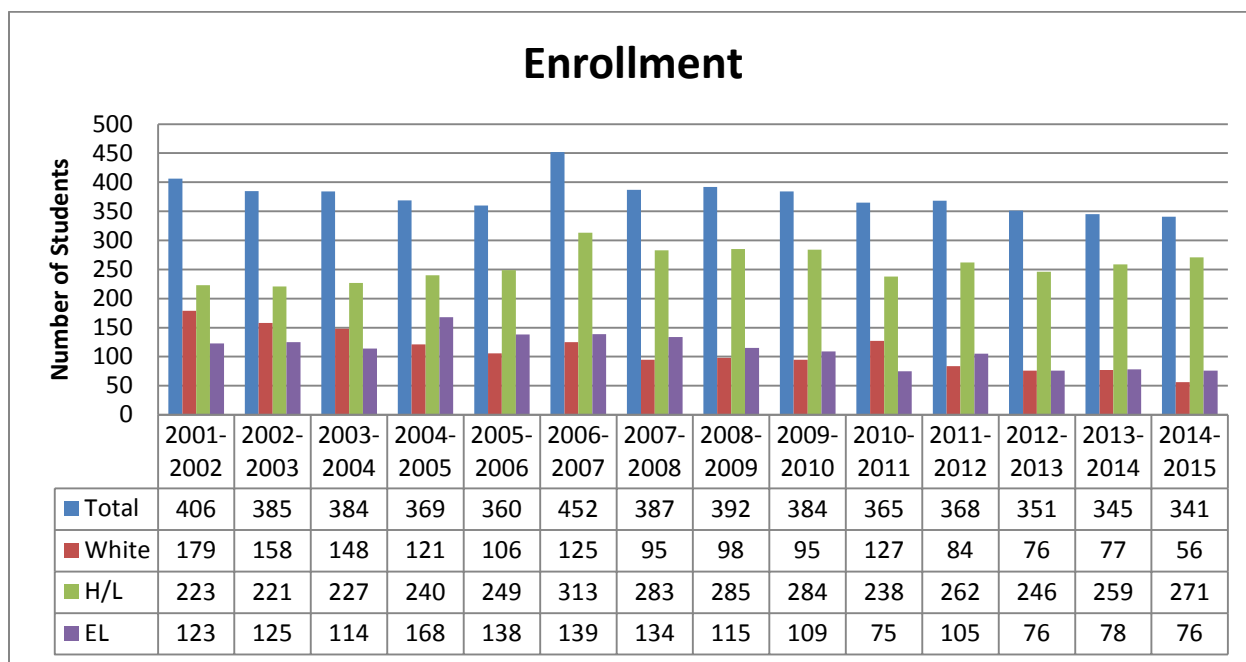
A
Achievement
Realizing personal and academic goals
Attitude
Developing a positive approach to life and learning
Aspiration
Embracing choices that lead to greatness

T
Truth
Honesty in words and actions
Tolerance
The acceptance of diversity
Tenacity
The relentless pursuit of goals and dreams

S
Success
Seeing dreams become reality
Scholarship
The evolution of a life long learner
Service
Contributing to the welfare of the global community

The Leadership Team developed these ESLRs in the fall of 2011. They are the result of a collaborative effort to incorporate the rich tradition at CJSHS along with the innovative skills that our students will need to succeed in the 21st Century.

Enrollment Data Including Ethnicity and Language Proficiency



Findings: Over the last thirteen years we have had a declining white population, and an increasing Hispanic/Latino population. After leveling off for three years, the white population began to decline again in 2011-2012, and is at an all-time low comprising 16% of the student population compared to 22% three years ago. Our Hispanic/Latino population has held steady since our last report. Our EL population has remained steady at approximately 22% for the past three years.

Year	Attendance Rate
2006-2007	97%
2007-2008	95%
2008-2009	92%
2009-2010	97%
2010-2011	93%
2011-2012	96%
2012-2013	97%
2013-2014	96%
2014-2015	98%*

*First Five Months

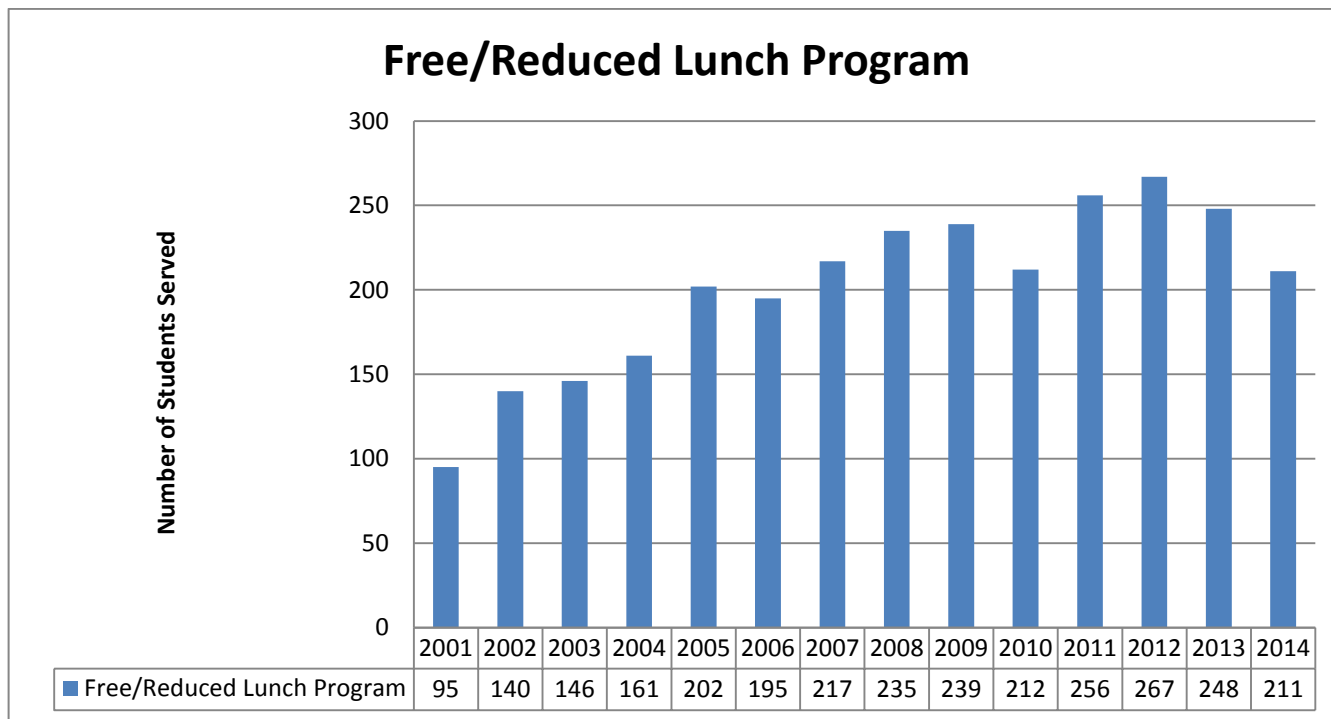
School Discipline Referrals

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Suspensions (number)	67	104	96	69	*	24	45
Suspensions (rate)	17%	27%	25%	19%	*	6.5%	12%
Expulsions (number)	0	2	6	2	*	1	1
Expulsions (rate)	0%	1%	2%	1%	*	0.3%	0.3%
Enrollment	387	392	384	365	351	345	335

*No data due to transition from PowerSchool to Aeries.

Findings: Our attendance rate continues to be high, while discipline referrals, suspensions and expulsions continue to be relatively low.

Socioeconomic Status



Findings: The number of students participating in our free/reduced lunch program has decreased since 2012, and is probably the result of ensuring that students met all requirements for participation in the program, as well as changes to participation requirements.

Staff Information

Staffing: CJSHS has 25 certificated classroom teachers, one school psychologist/SPED director, one library media teacher, one principal, one vice principal, one guidance counselor, one attendance secretary, one student assistance program director, one afterschool-program director, two Americorps volunteers, one part-time speech therapist, one office manager/secretary to principal, three special education paraprofessionals, and one part-time computer technician.

2014-2015 Staffing

	Gender	Asian	Hispanic or Latino	White	Total
Certificated	Male			10	10
	Female	2		13	15
Para-Professionals	Male			1	1
	Female		1	1	2
Office / Clerical	Male				
	Female		1	1	2
Program Support Staff	Male		1		1
	Female			5	5
Custodial	Male		1		1
	Female		1		1
Totals		2	5	31	38

	Master's Degree	Bachelor's Degree	Total Staff	# of Highly Qualified and CLAD	# of CLAD/ELD / SDAIE Certified	Avg. Years of Ed. Service	Avg. Years in the District
Female	9	6	15	15	15	14	14
Male	7	3	10	10	10	13	13
Total	16	9	25	25	25	14	14

Findings: Calistoga has a number of teachers with many years of experience. All are highly qualified, and 64% have a master's degree. We continue to pursue opportunities to diversify our staff.

Staff Development: The leadership team and administration work together to plan and implement in-service staff development. In addition, teachers and other school personnel have multiple opportunities for additional staff development as they desire (e.g. AVID training, county office of education trainings in various content areas, Learning and the Brain conference, and California Association of Teachers of English conference).

Student Performance Data:

1. Academic Performance Index (API):

Year	API Base	+/-	Statewide Rank	Similar School Rank
2001	616		5	5
2002	613	-3	4	N/A
2003	636	+23	4	6
2004	664	+28	5	9
2005	674	+10	5	7
2006	682	+8	4	5
2007	670	-12	4	2
2008	699	+29	4	7
2009	736	+37	6	9
2010	754	+18	6	9
2011	768	+14	6	10
2012	771	+3	6	10
2013	739	-32	4	8

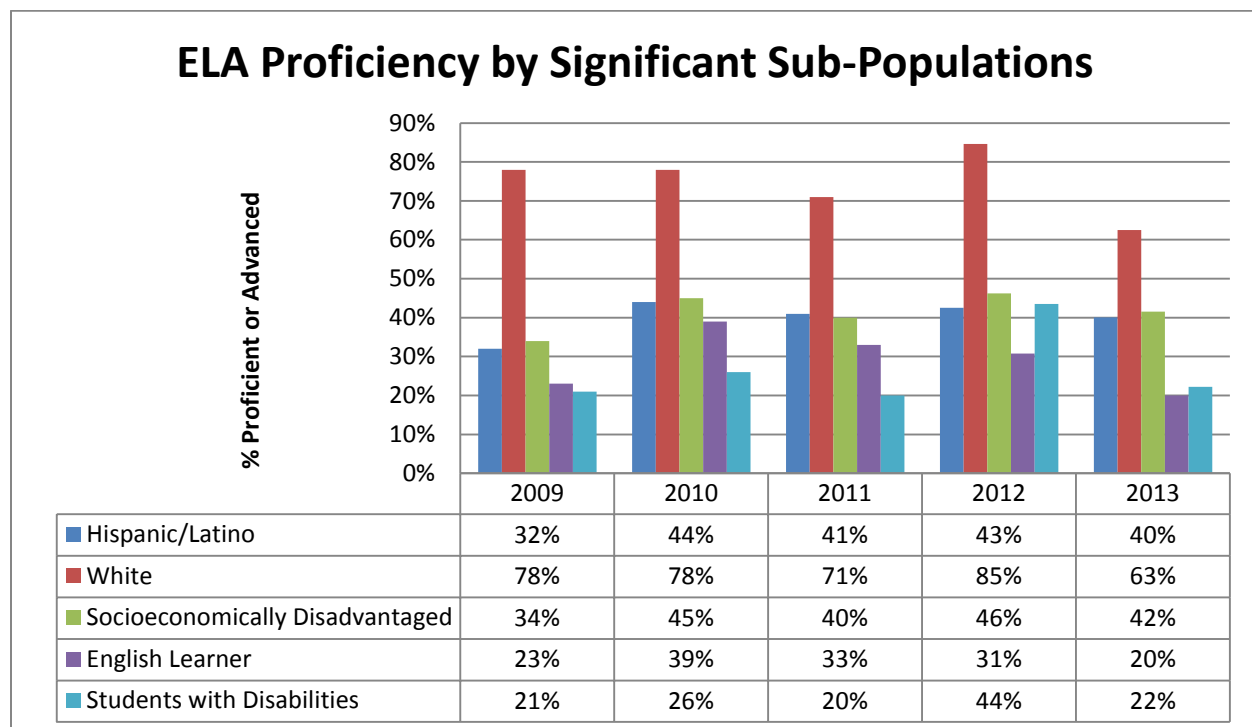
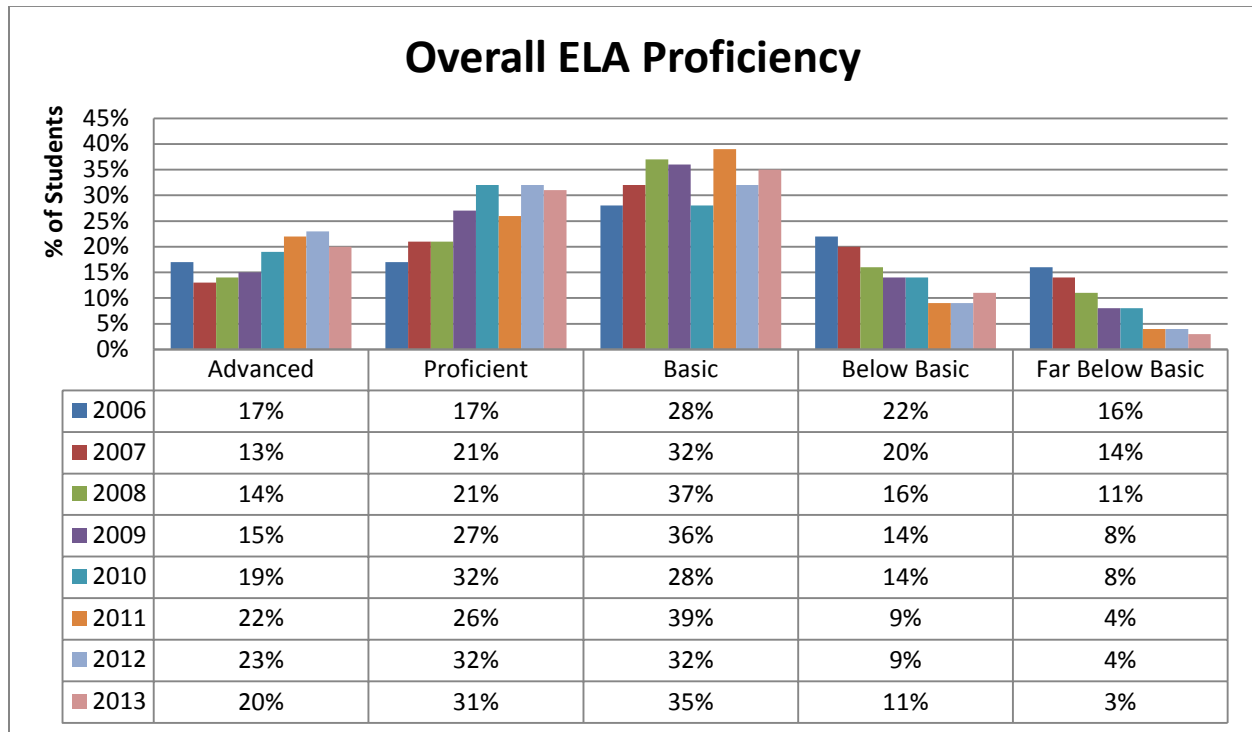
Findings: Consistent focus on standards aligned pacing guides and benchmark assessments resulted in significant growth in the school's API from 2008 through 2012. It is possible that transitioning to Common Core State Standards and implementing new curriculum have contributed to a 32 point drop in API for 2013.

The chart below is a nine-year API summary for Calistoga Jr/Sr High School's significant sub-groups:

Student Subgroups	2005	2006	2007	2008	2009	2010	2011	2012	2013
Hispanic / Latino	595	611	600	650	697	716	738	728	715
White	828	851	828	836	852	858	856	887	815
Socioeconomically Disadvantaged	590	608	597	643	696	724	737	738	722
English Learner	536	594	580	607	662	695	708	698	683
Met API Growth Target									
Hispanic/Latino	Yes	No	No	Yes	Yes	Yes	Yes	No	No
White	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No
English Learner	Yes	Yes	No	Yes	Yes	Yes	Yes	No	No

Findings: While standards-based instruction between 2009 and 2012 helped raise student achievement for all subpopulations, the achievement gap between our white and Hispanic/Latino students has remained persistent and predictable during the last five years.

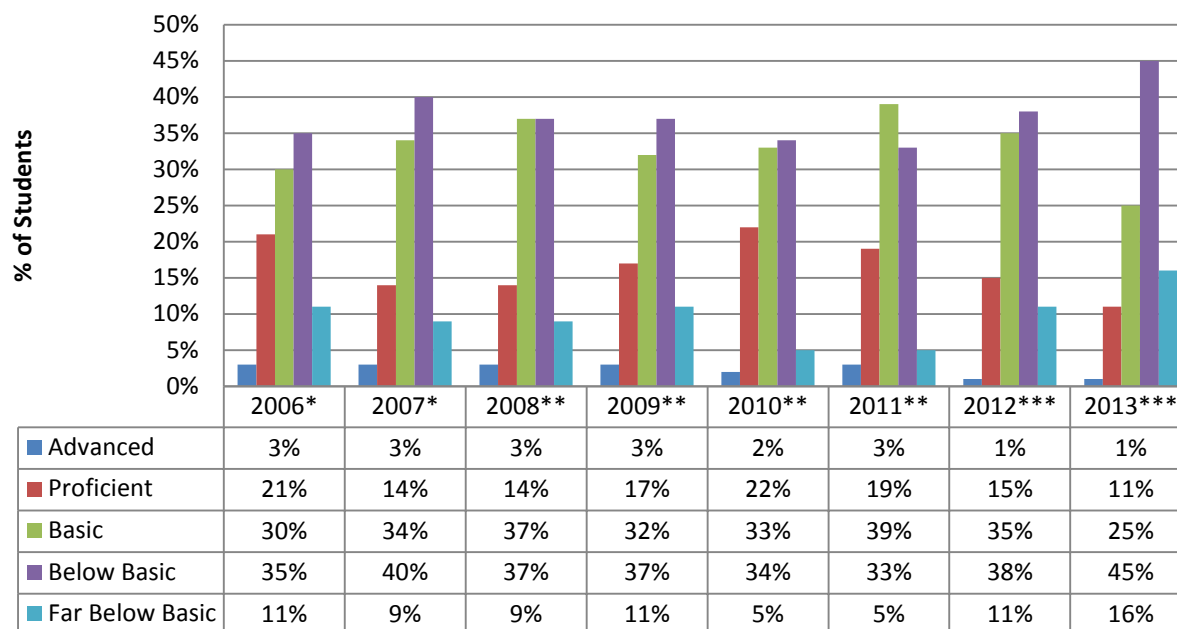
2. Overall Proficiency Levels – Math and ELA



ELA Proficient & Advanced by Grade Level & Sub-Population												
	White			Hispanic			English Learner			SED		
Grade	2011	2013	+ / -	2011	2013	+ / -	2011	2013	+ / 1	2011	2013	+ / -
7	85%	64%	-20	40%	44%	+4	16%	11%	-5	45%	43%	-2
8	43%	53%	+10	33%	30%	-3	11%	13%	+2	31%	32%	+1
9	79%	91%	+12	39%	54%	+15	13%	18%	+5	44%	55%	+11
10	89%	33%	-56	33%	60%	+27	10%	17%	+7	31%	56%	+25
11	67%	79%	+12	36%	39%	+3	14%	0%	-14	44%	45%	+1

Findings: Since 2008 when the social studies and English departments were restructured, the percentage of students scoring proficient or advanced has ranged between 42% and 55%. Two significant subgroups, however, dropped significantly for 2013. Whites dropped from 85% proficient or advanced in 2012 to only 63% in 2013, and English Learners dropped from 31% proficient or advanced in 2012 to 20% proficient or advanced in 2013. These drops are likely the result of shifting focus from California Standards to Common Core State Standards.

Overall Math Proficiency Levels

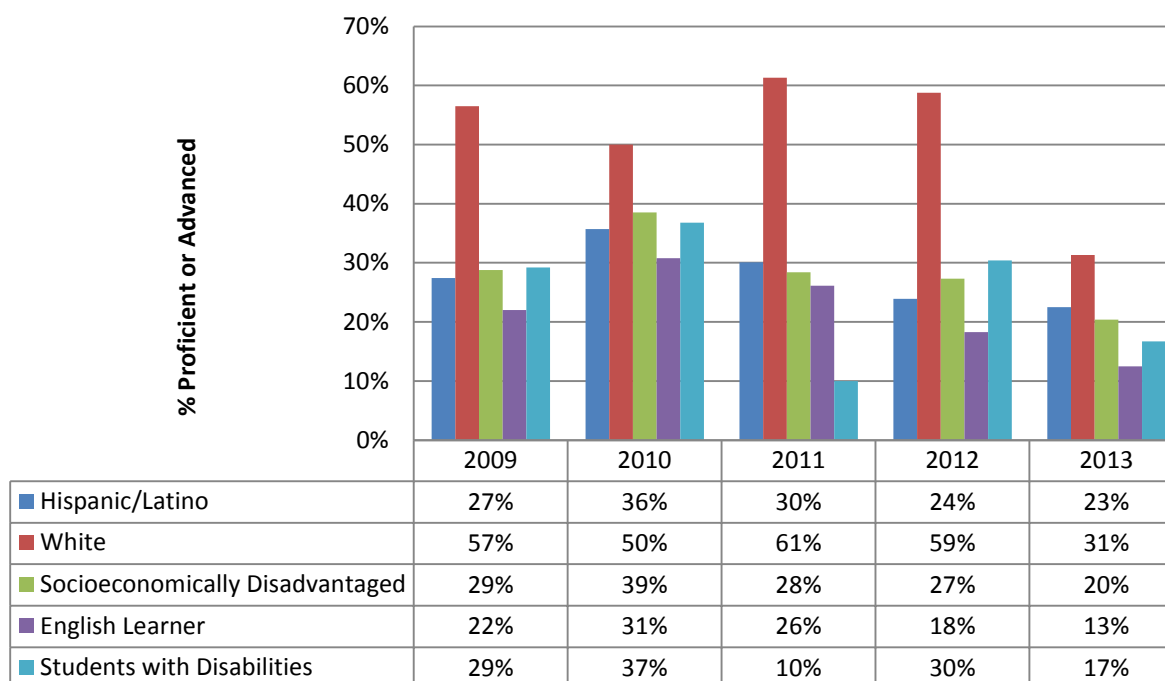


*Includes Grade 7 Mathematics, General Mathematics, Algebra 1, Geometry, and Algebra II.

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Math Proficiency by Significant Sub-Populations



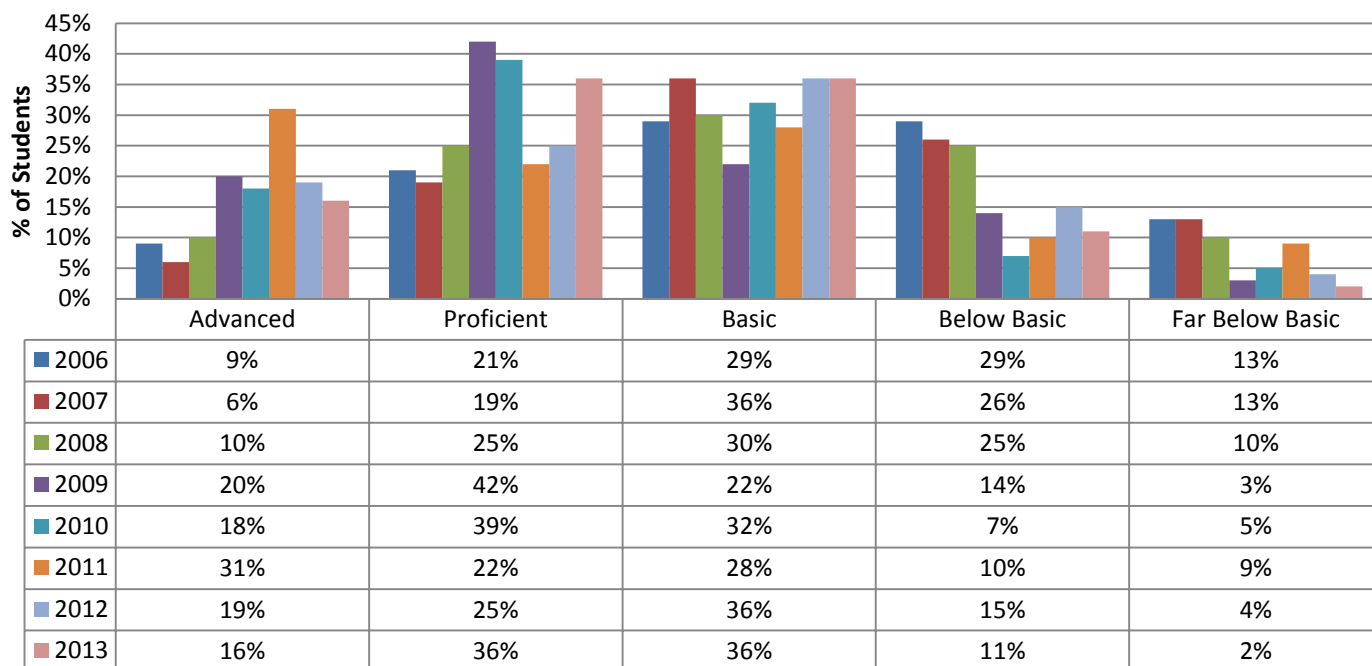
Mathematics Proficient & Advanced by Subject & Sub-Population												
	White			Hispanic			English Learner			SED		
	2011	2013	+ / -	2011	2013	+ / -	2011	2013	+ / 1	2011	2013	+ / -
Alg 1	24%	18%	-6	18%	5%	-13	15%	0%	-15	20%	4%	-16
Geo	26%	44%	+18	9%	14%	+5	0%	0%	*	9%	12%	+3
Alg II	31%	33%	+2	13%	4%	-9	(5)*	0%	*	17%	11%	-6
Summative	50%	31%	-19	14%	0%	-14	(1)*	N/A	*	(7)*	0%	*

*Ten or fewer students – Percent proficient or advanced not available on CDE website.

Findings: These findings reflect CST scores from 2011 to 2013. The proportion of advanced students decreased 2%, proficient students decreased 8%, and basic students decreased to 14%. The below and far below percentages increased by 12% and 11%. For Hispanic/Latino students, the percent of advanced and proficient students decreased 6% then 1%. For white students, a decrease of 2%, then 28%. For socioeconomically disadvantaged students, a decrease of 1%, then 7%. For English Learners, a decrease of 8% and 5%. For students with disabilities, an increase of 20%, followed by a decrease of 15%.

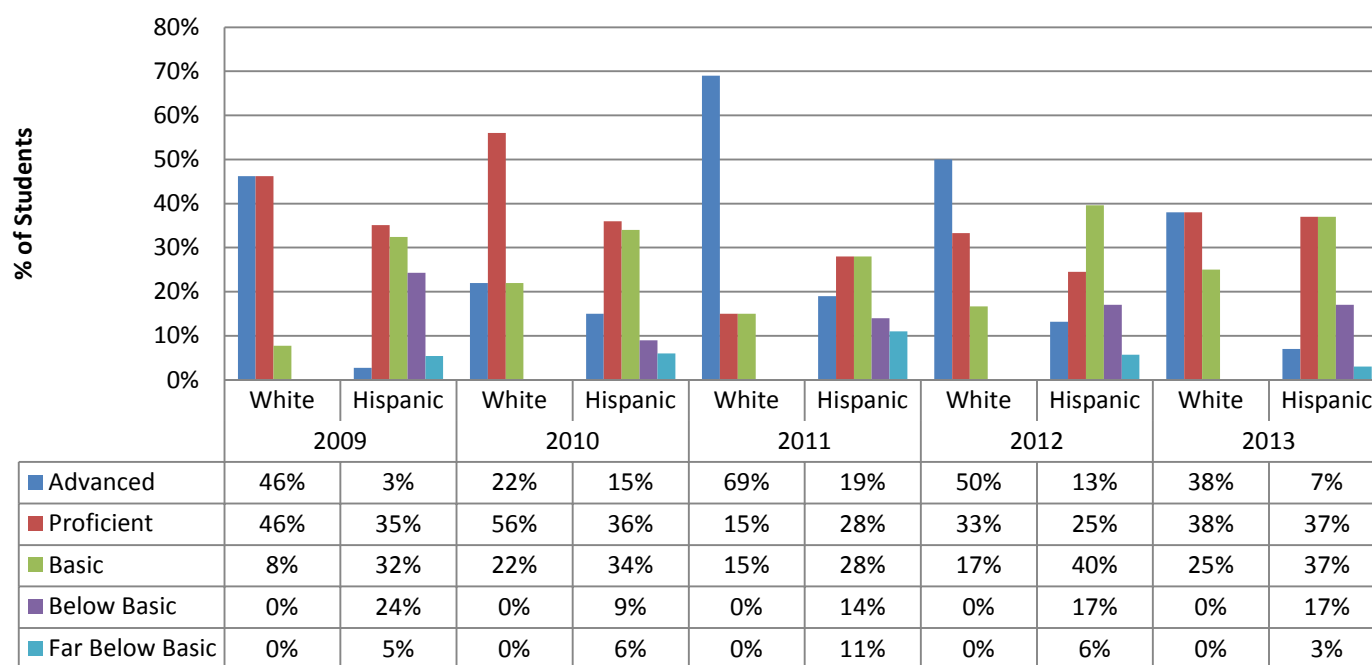
3. Multi-year Grade Level Scores by Proficiency Levels—English / Language Arts CST

ELA Grade 7

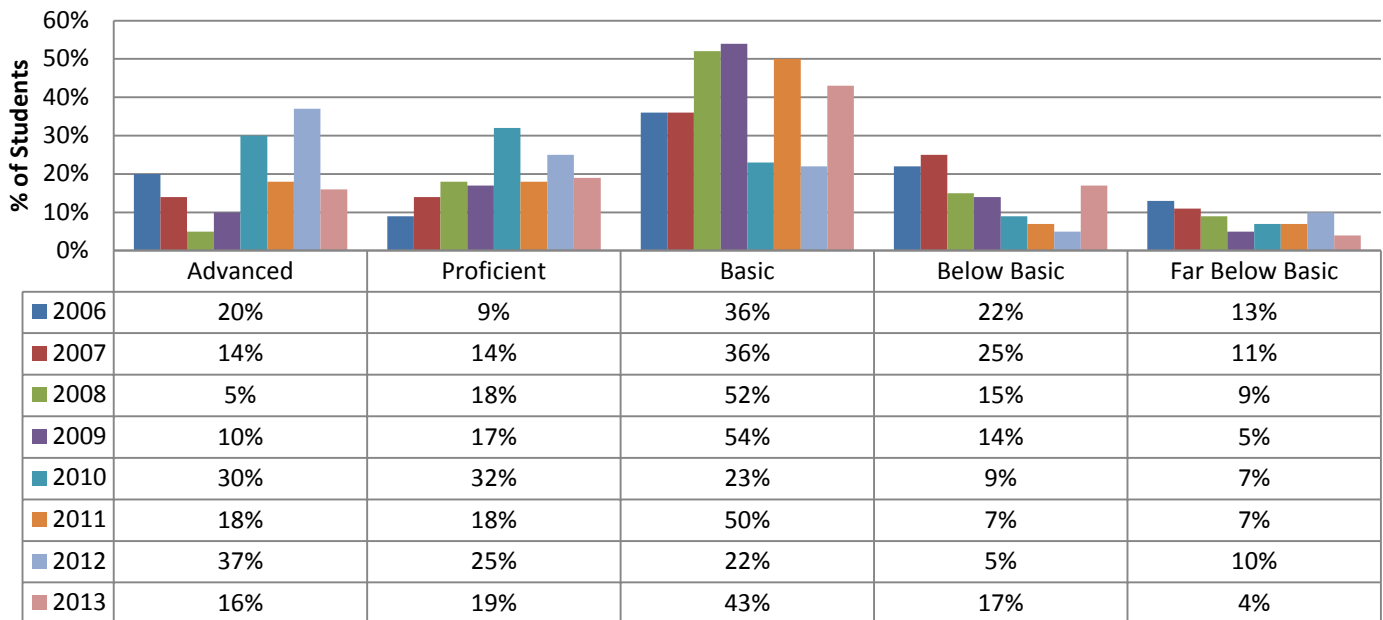


ELA Grade 7

Significant Sub-Populations by Proficiency Level

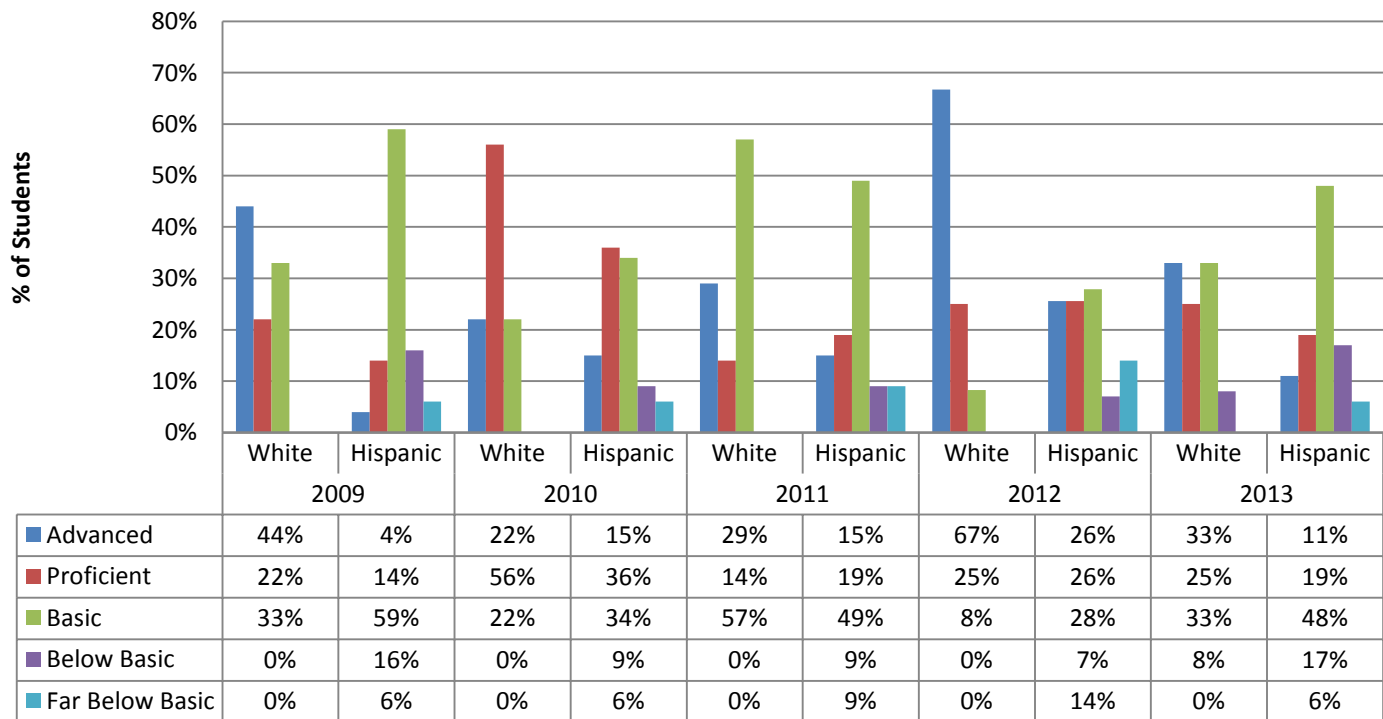


ELA Grade 8

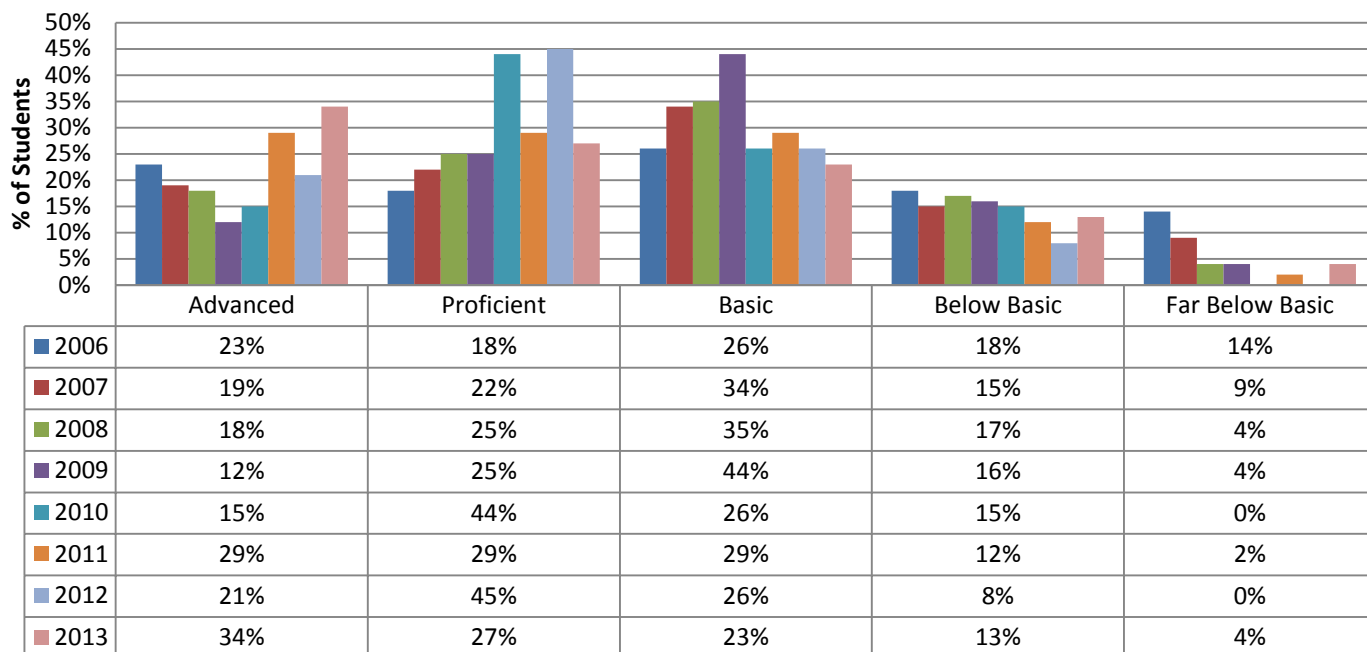


ELA Grade 8

Significant Sub-Populations by Proficiency Level

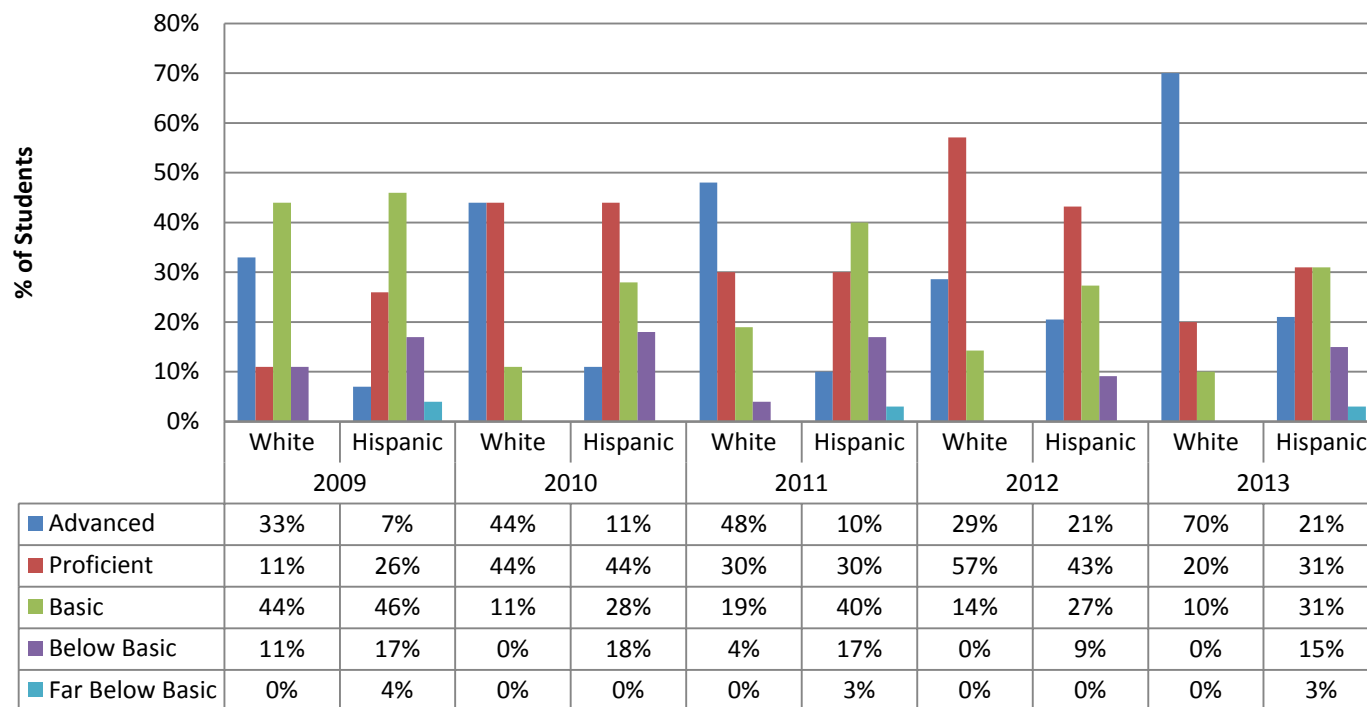


ELA Grade 9

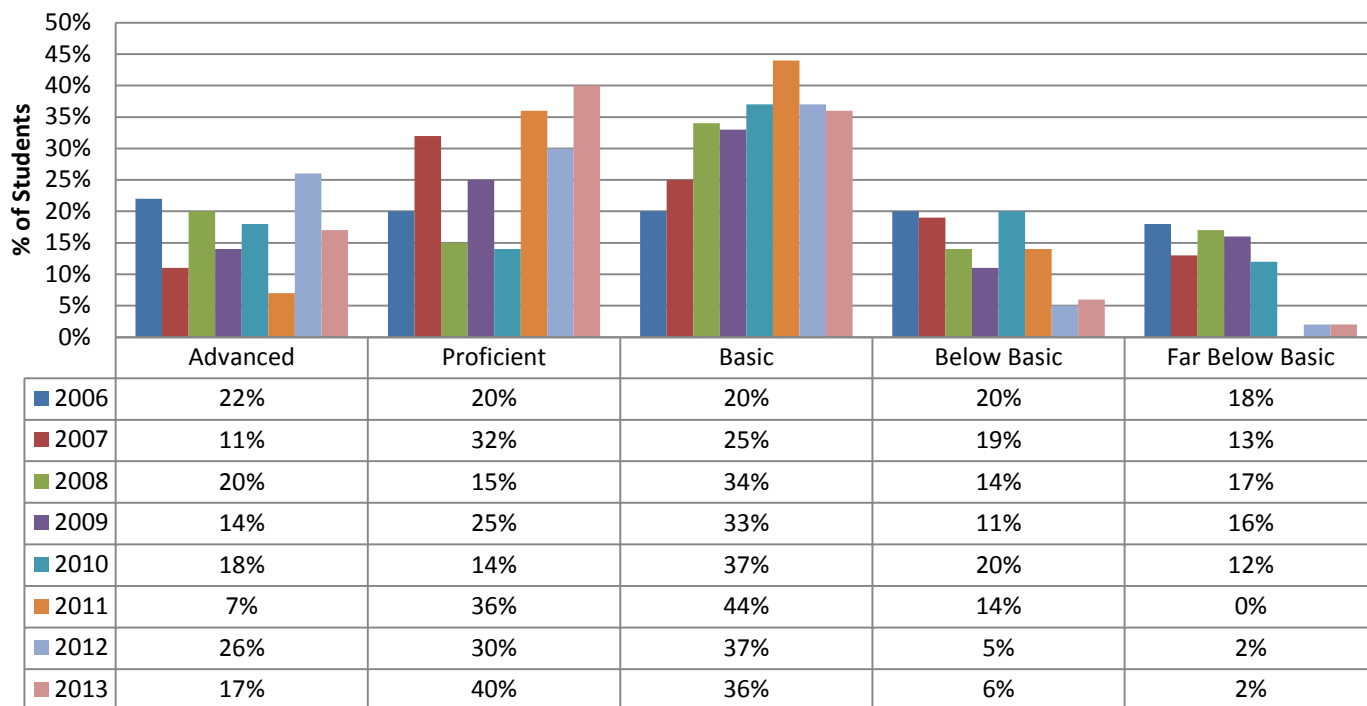


ELA Grade 9

Significant Sub-Populations by Proficiency Level

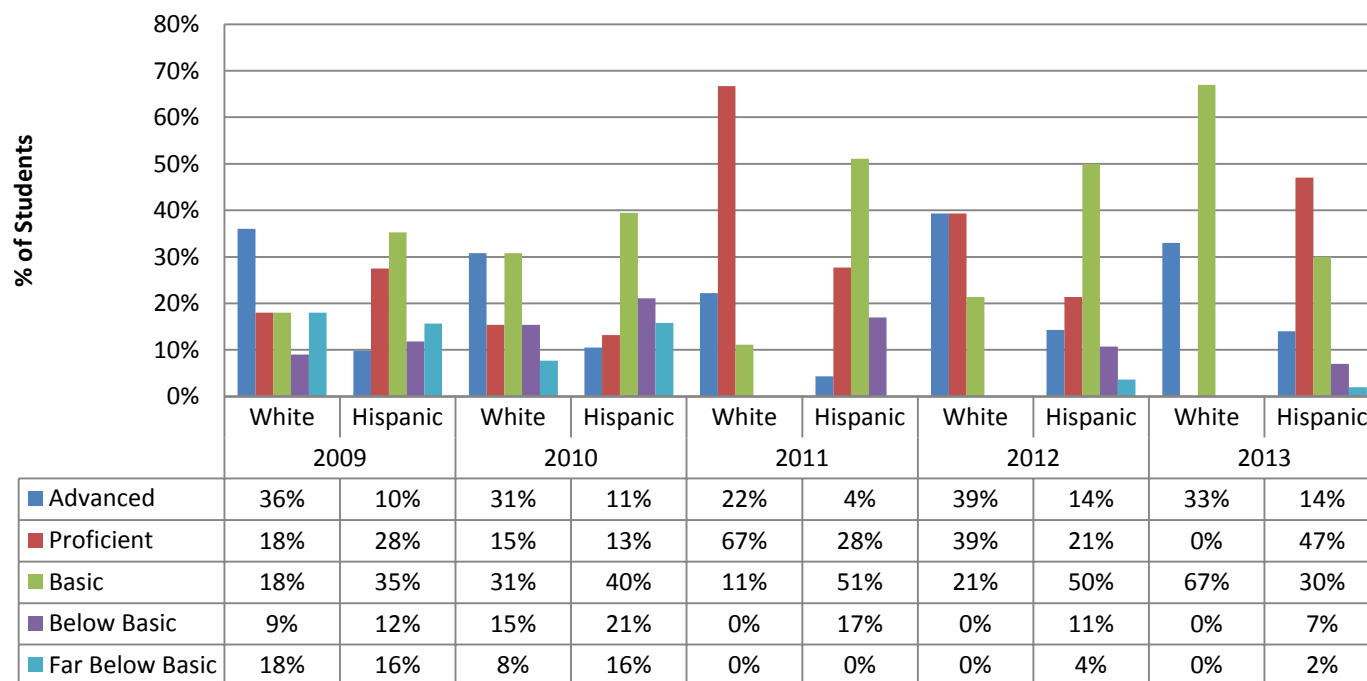


ELA Grade 10

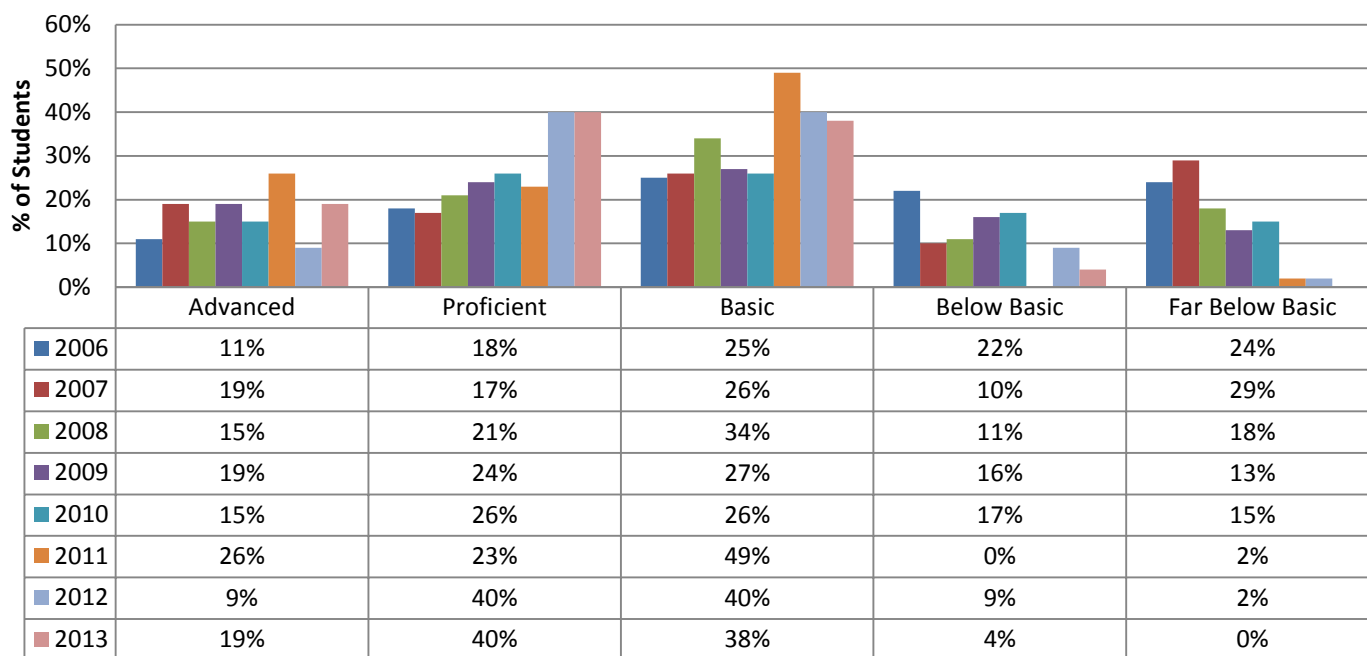


ELA Grade 10

Significant Sub-Populations by Proficiency Level

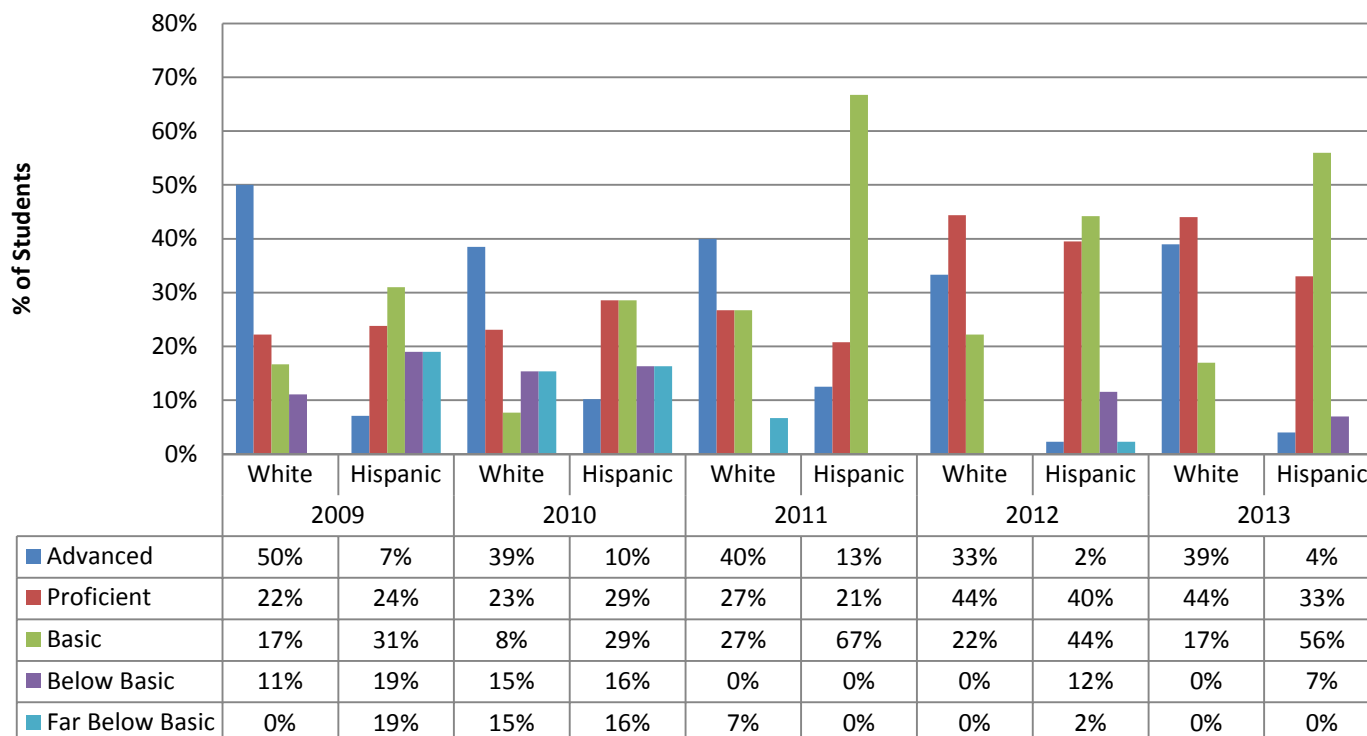


ELA Grade 11



ELA Grade 11

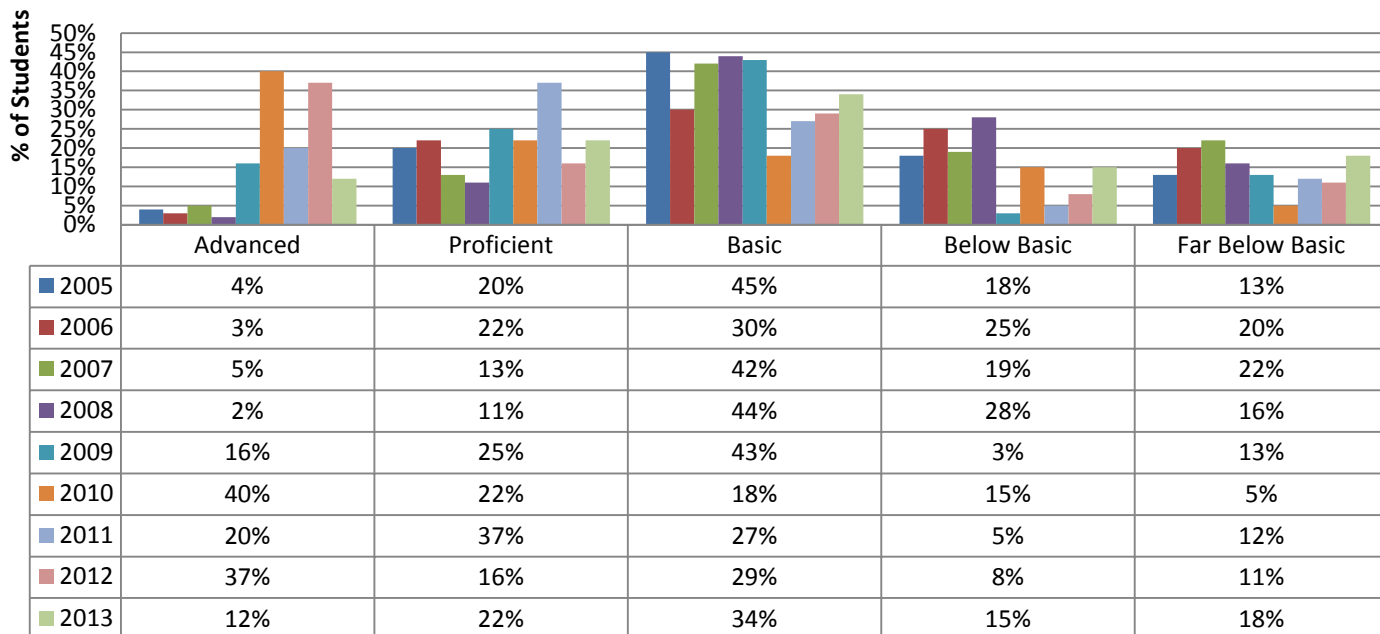
Significant Sub-Populations by Proficiency Level



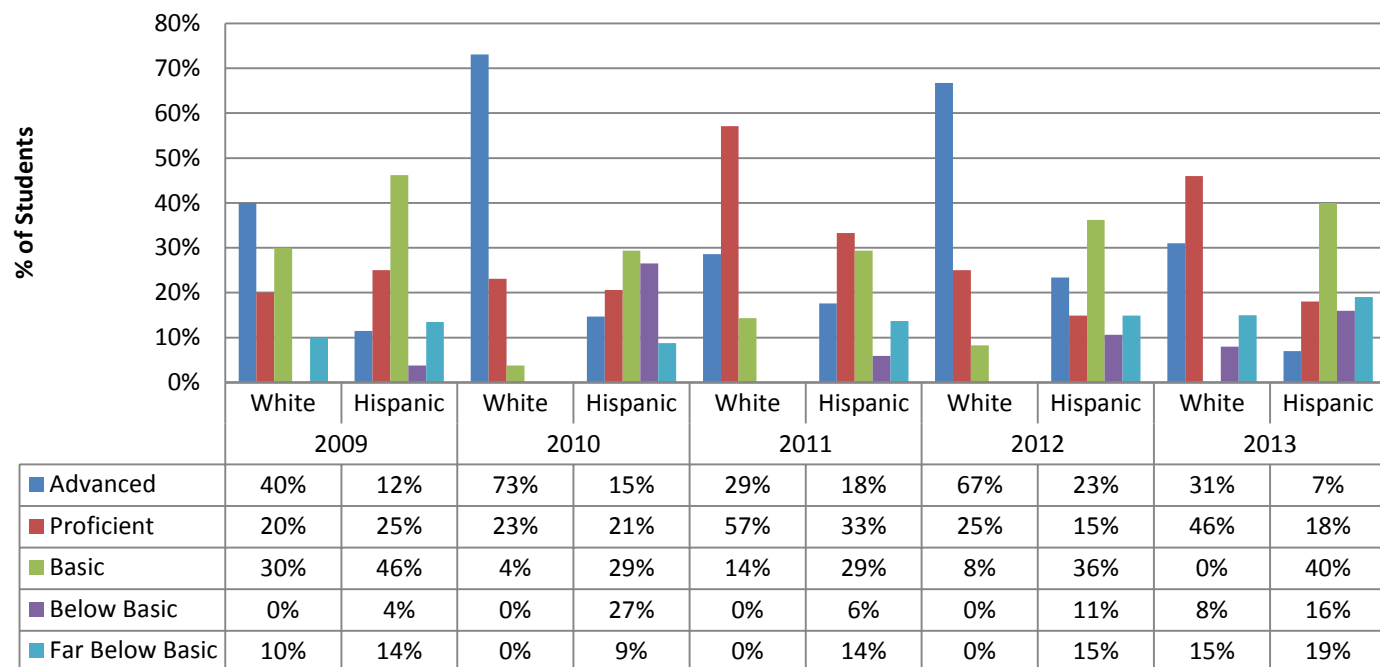
Findings: Grade level CST-results reveal a persistent and predictable achievement gap between our white and Hispanic/Latino students. While achievement went up for both groups, the gap persists. Fluctuations between subgroup achievement in 2013 compared to 2012 also reveal fewer students achieving proficiency.

4. Multi-year Grade Level Scores by Proficiency Levels—History/Social Science CST

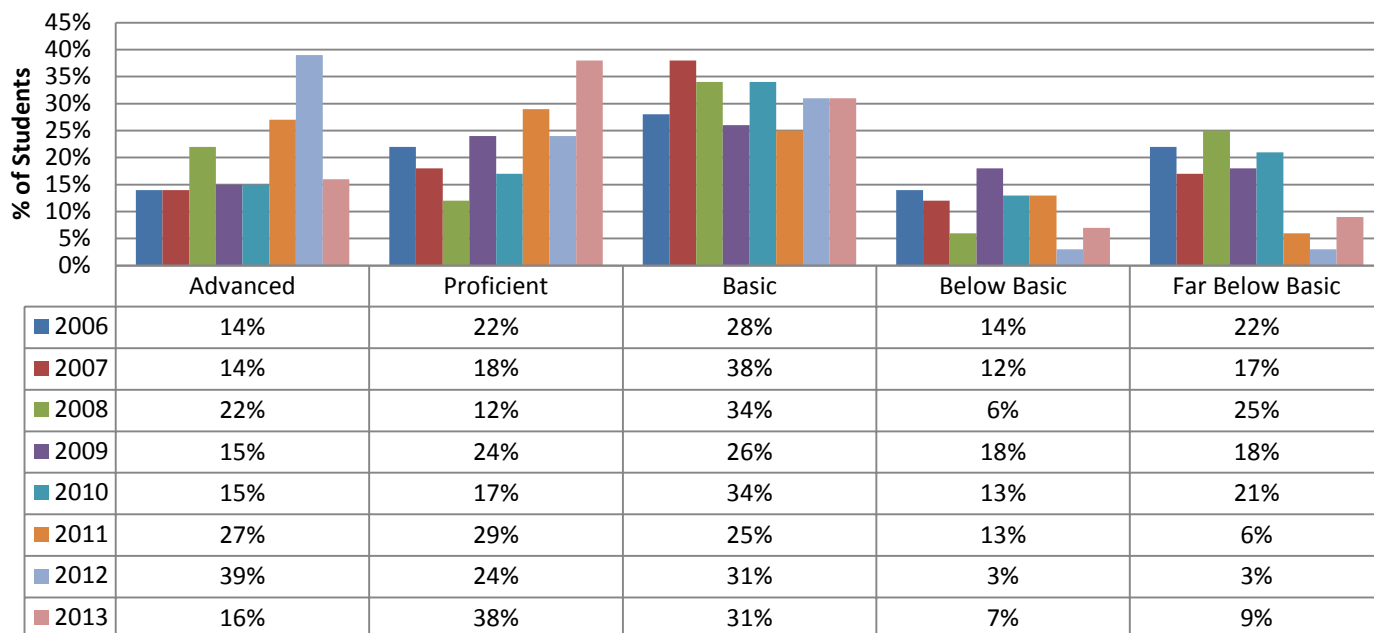
Grade 8 Social Science



Social Science Grade 8 Significant Sub-Populations by Proficiency Levels

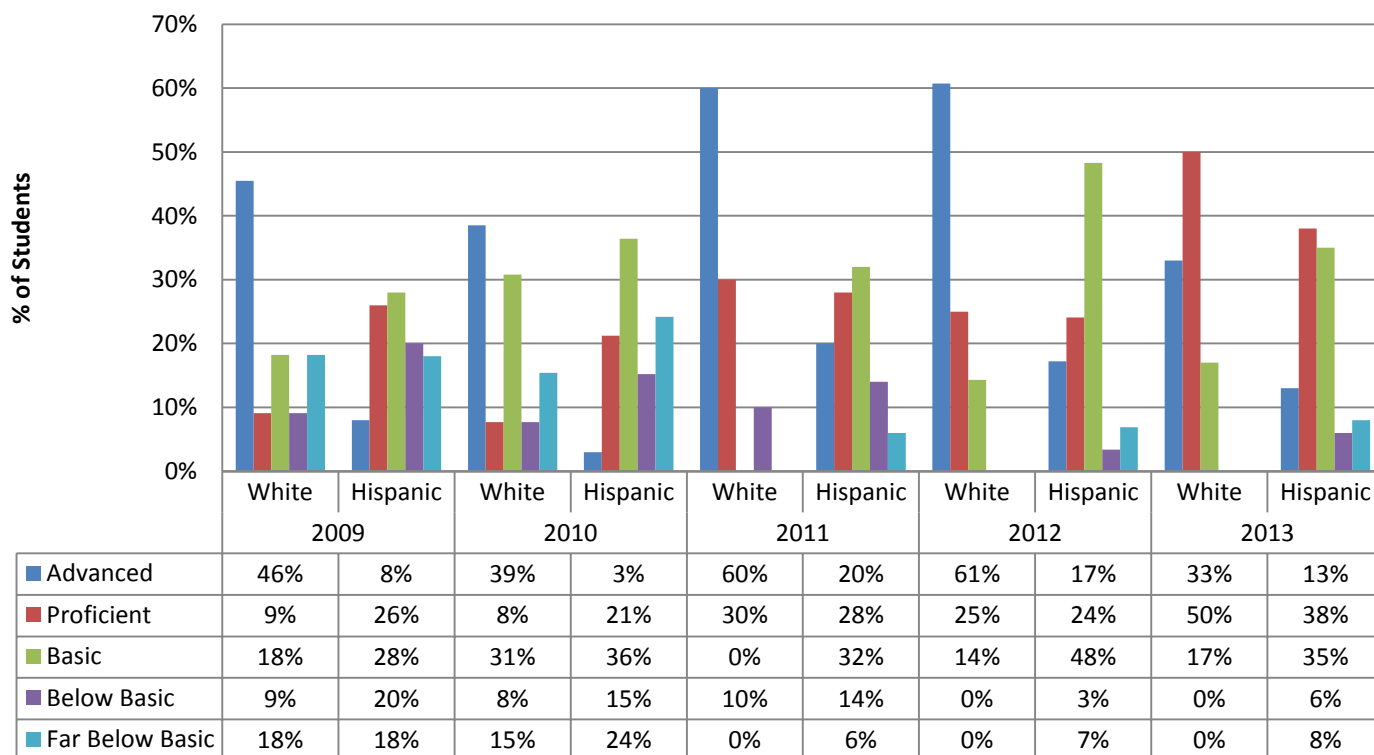


World History

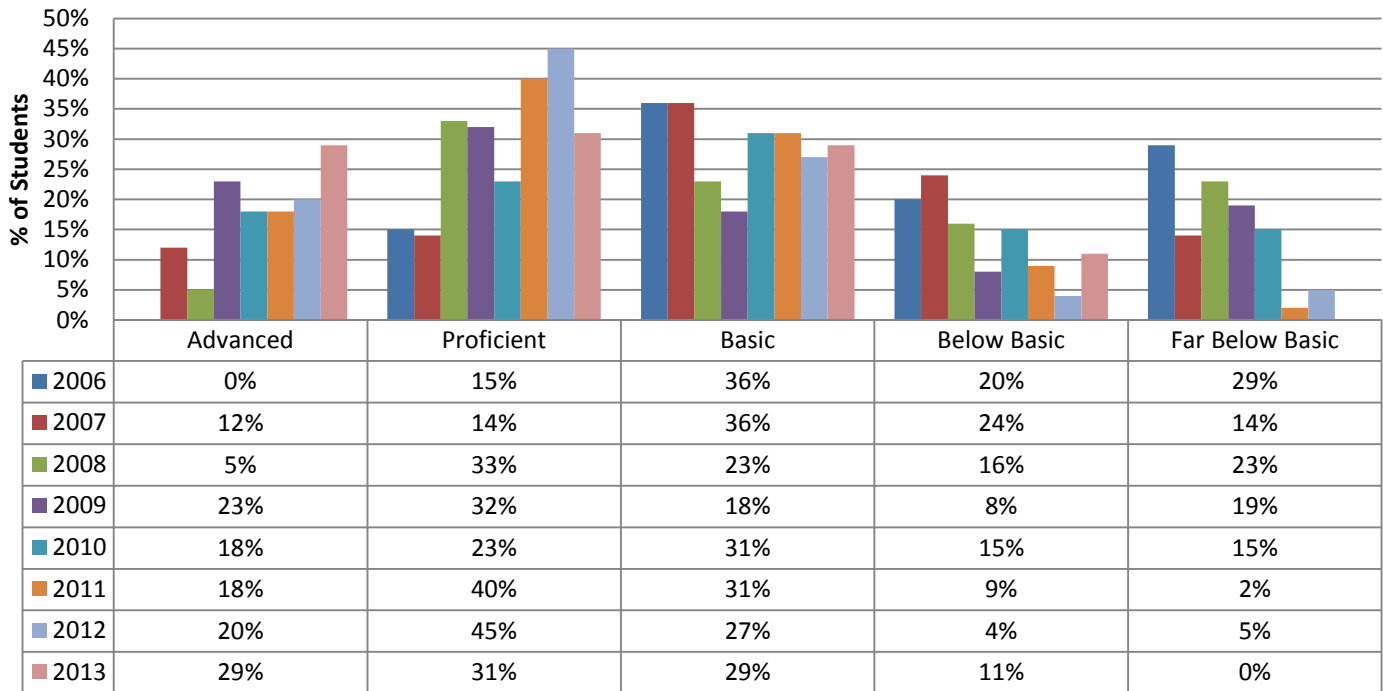


World History

Significant Sub-Populations by Proficiency Levels

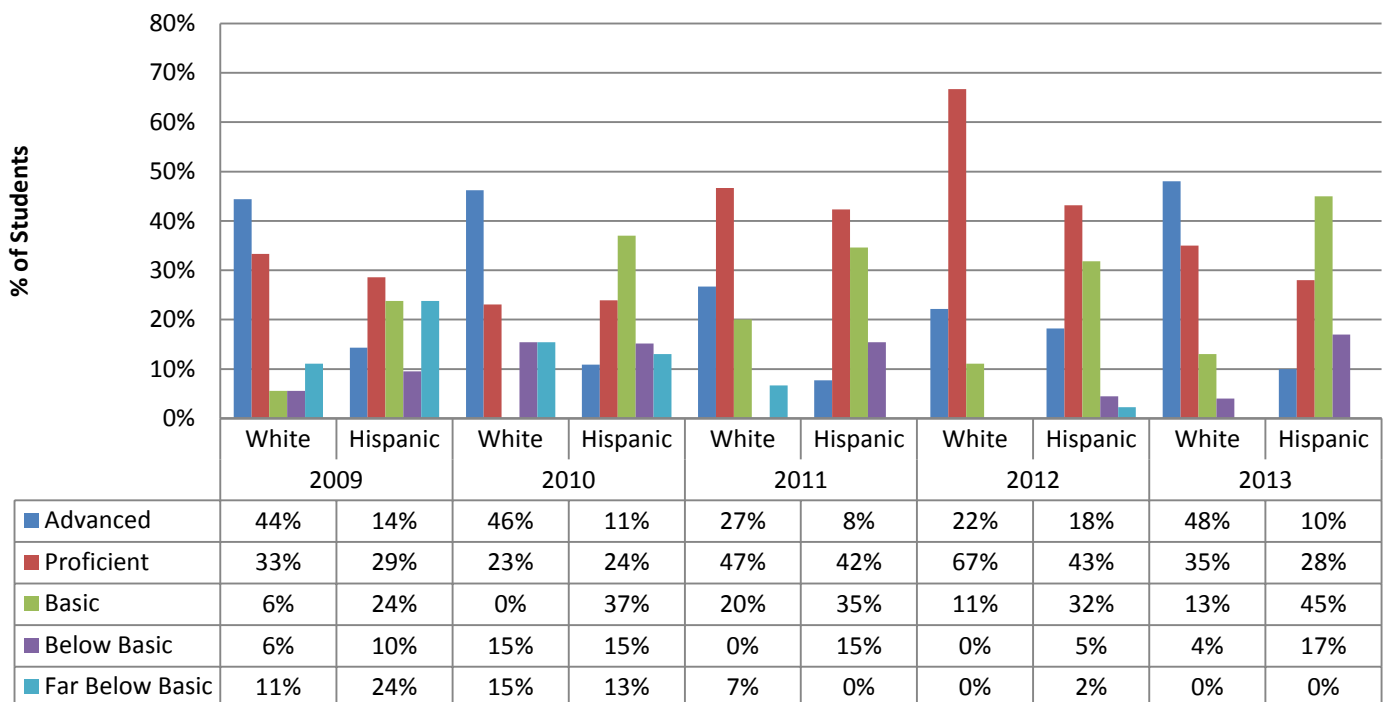


US History



U.S. History

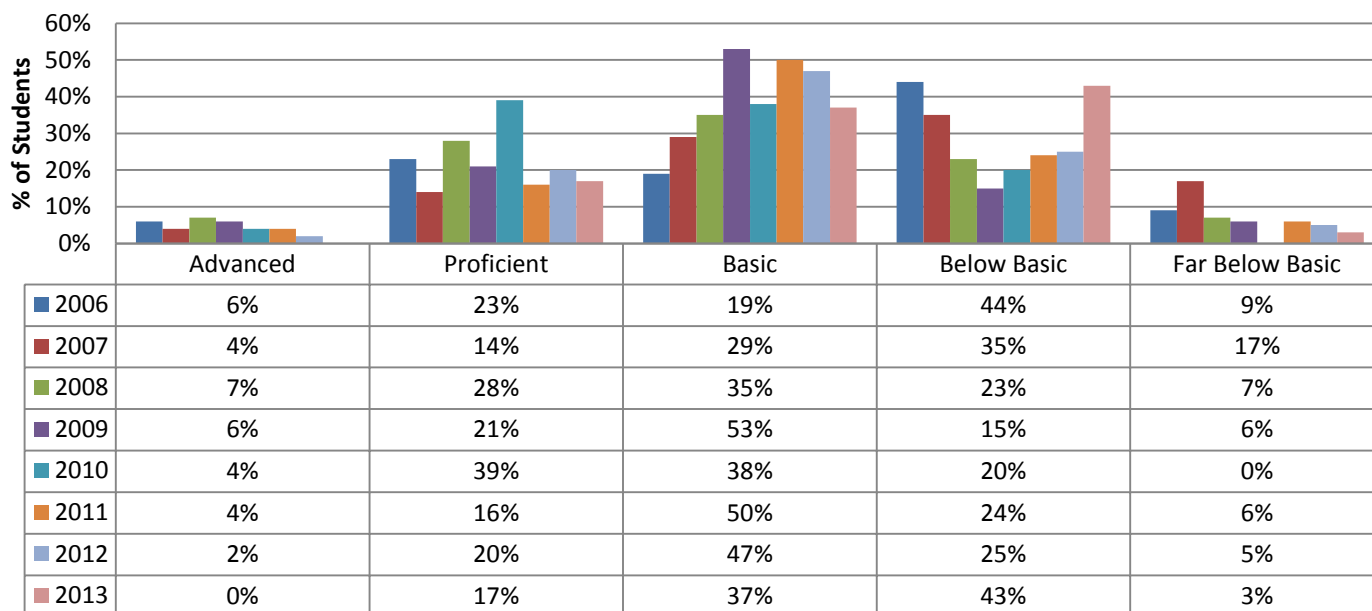
Significant Sub-Populations by Proficiency Levels



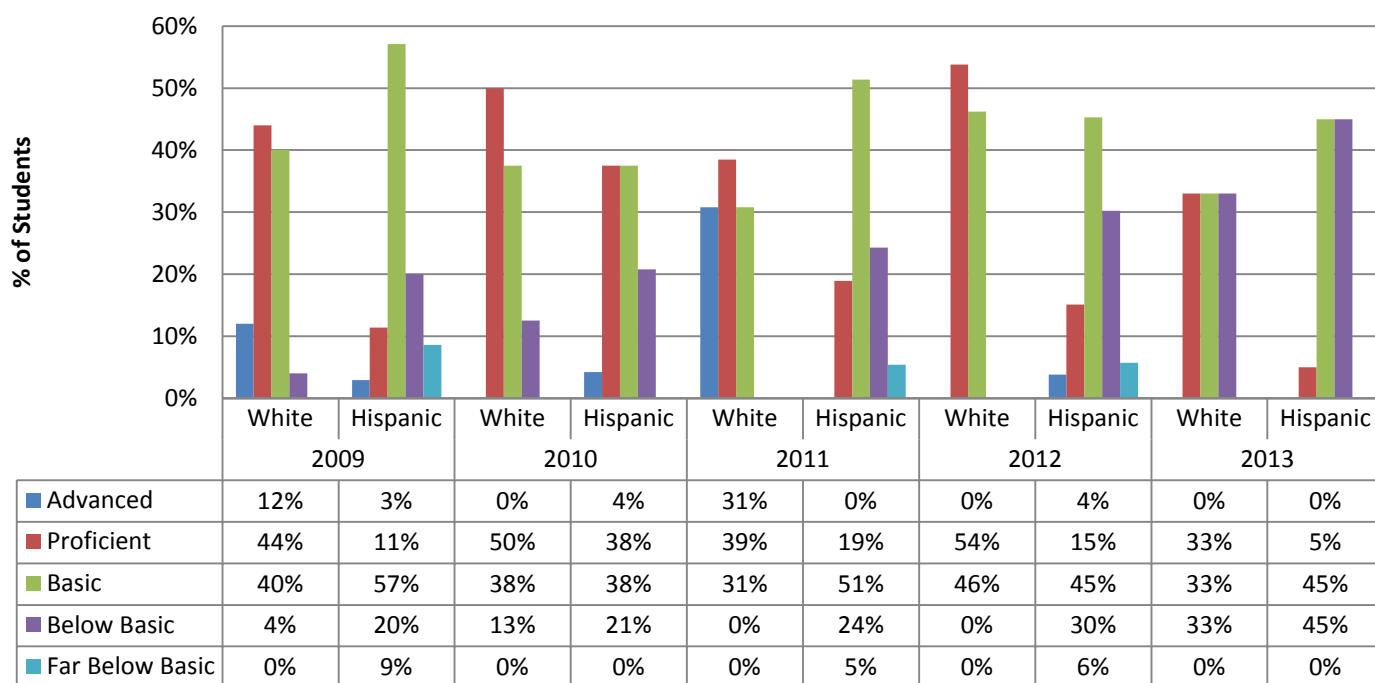
Findings: Larger percentages of students moved into advanced and proficient starting in 2009. Grades 8, 10, and 11 show in inverse relationship in comparison between the years 2006-2009 and 2009-2014. Gains were made by both white and Hispanic students between 2009 and 2013; however, there is still a clear achievement gap between the groups. The achievement gap persists especially between the “below” and “far below” students. Also, a gap at the top persists between “proficient” and “advanced.” It’s possible this gap exists as a result of English Learner language proficiency.

5. Multi-year Grade Level Scores by Proficiency Levels—Mathematics

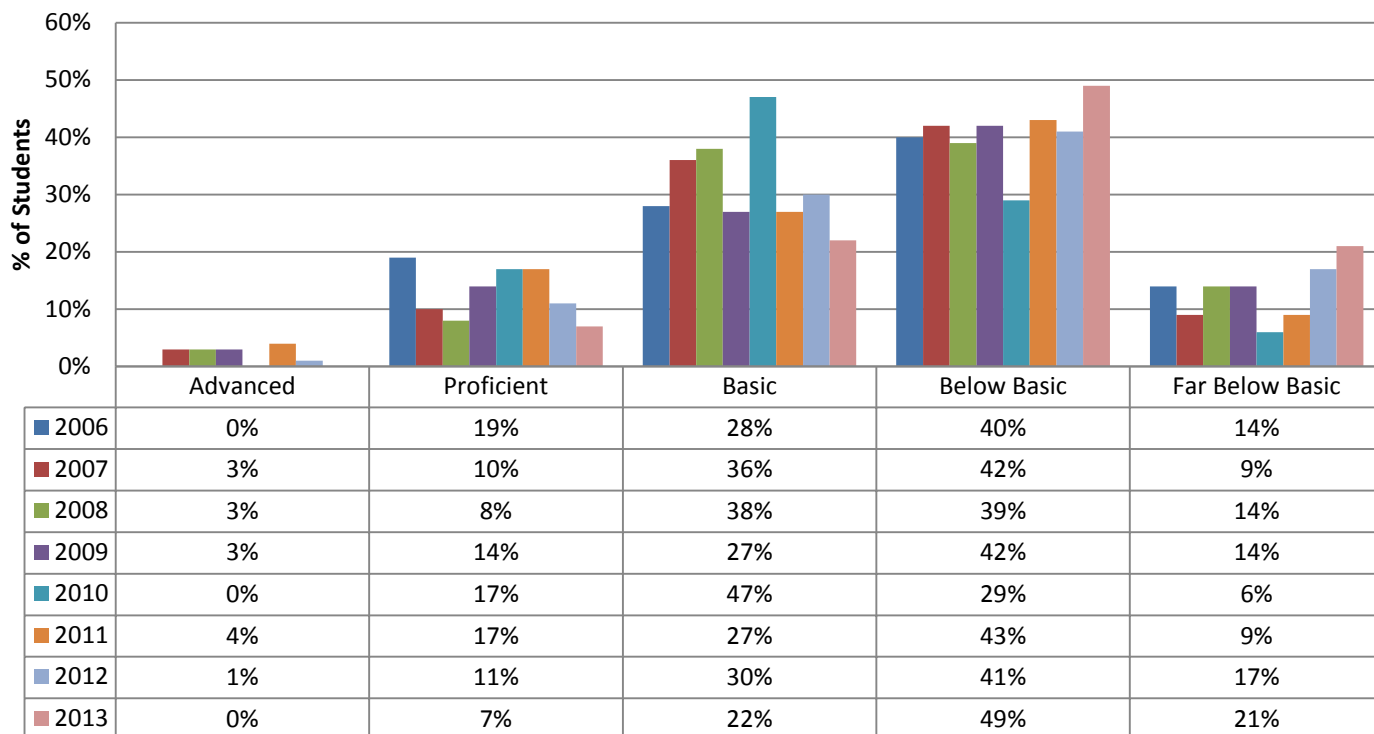
Mathematics Grade 7



CST Mathematics Grade 7 Significant Sub-Populations by Proficiency Levels

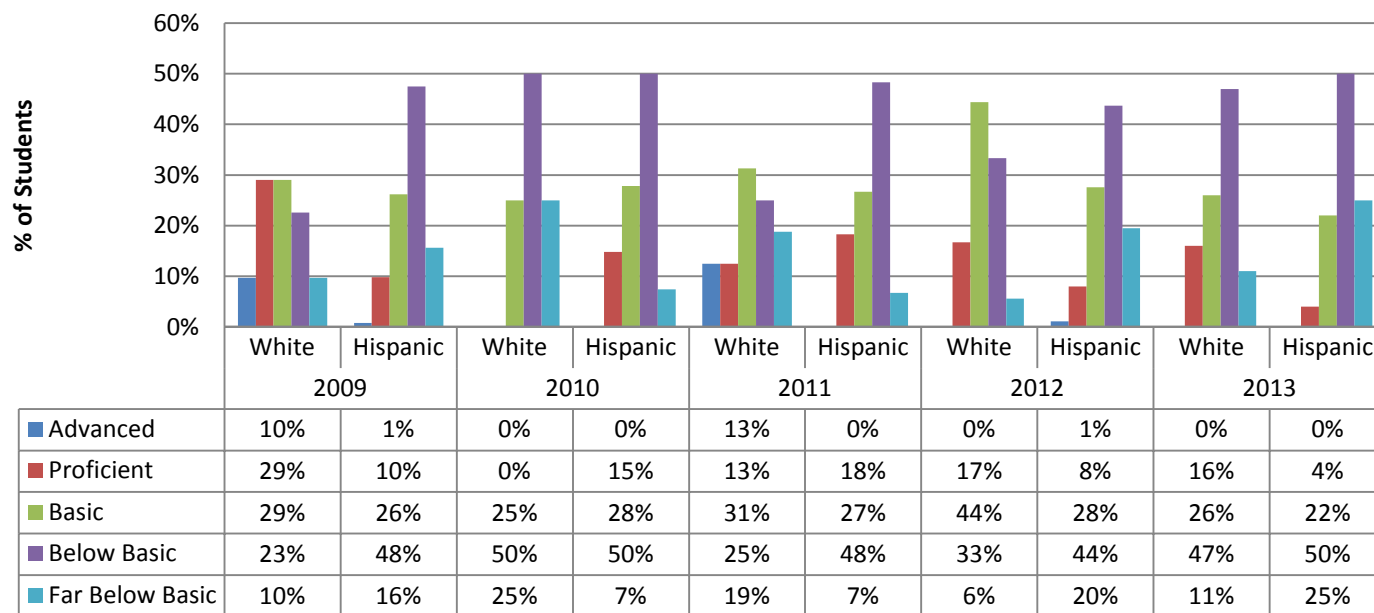


Algebra I

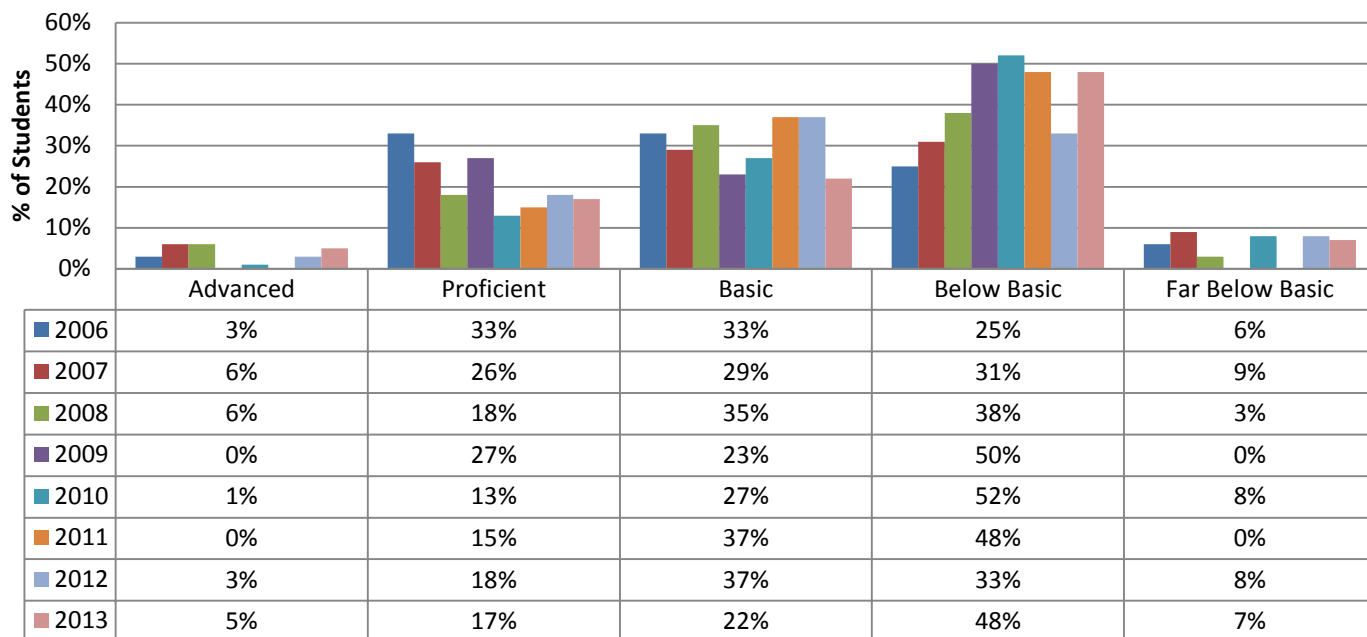


CST Algebra

Significant Sub-Populations by Proficiency Levels

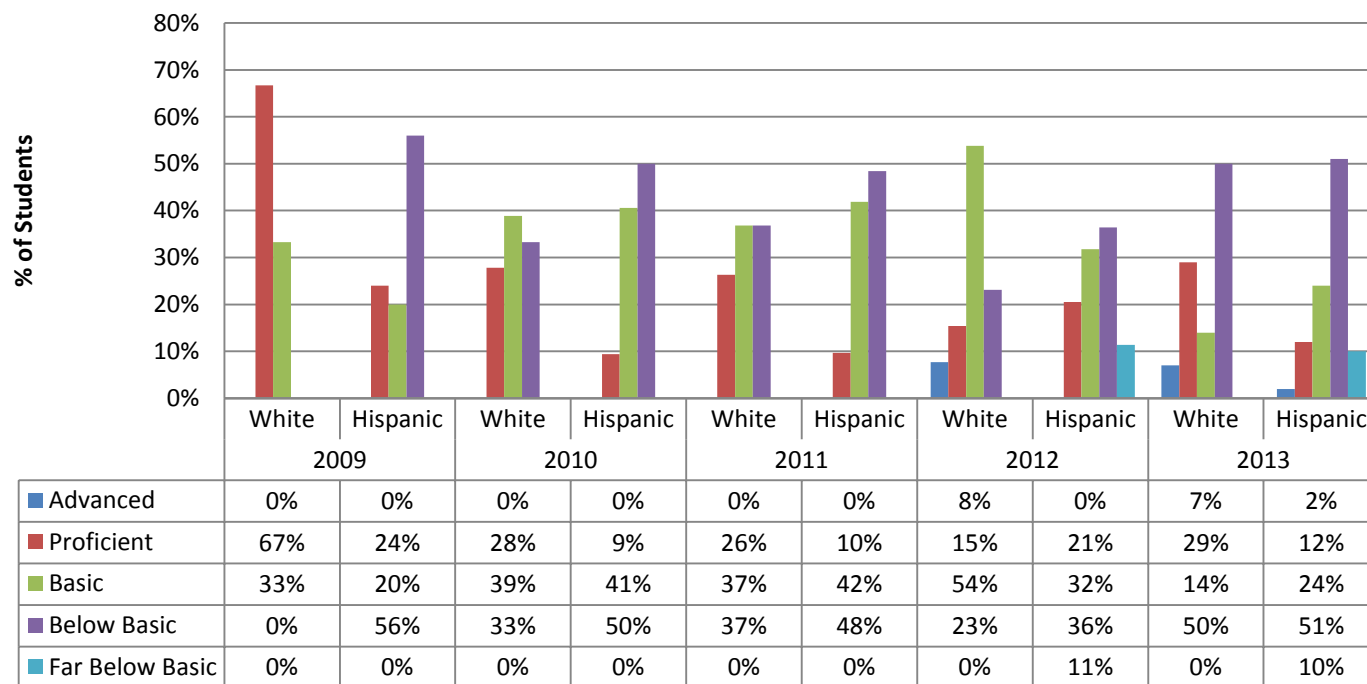


Geometry

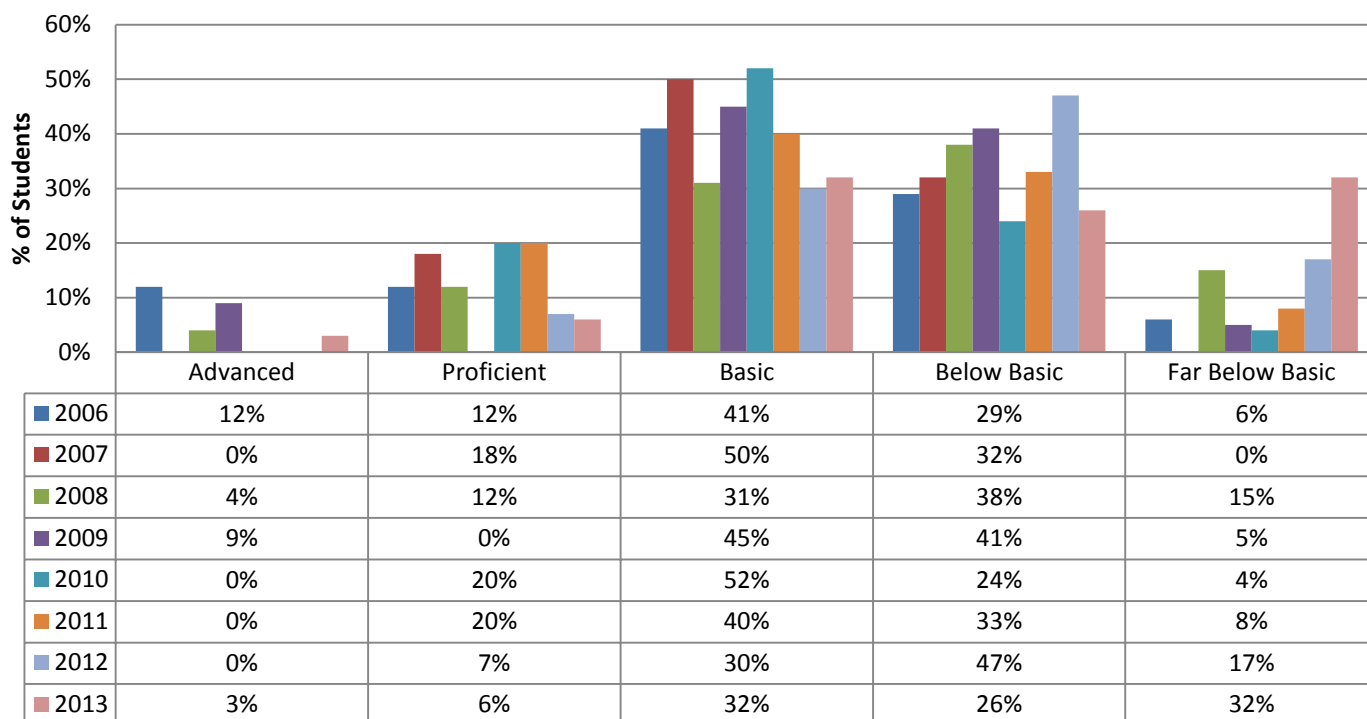


CST Geometry

Significant Sub-Populations by Proficiency Levels

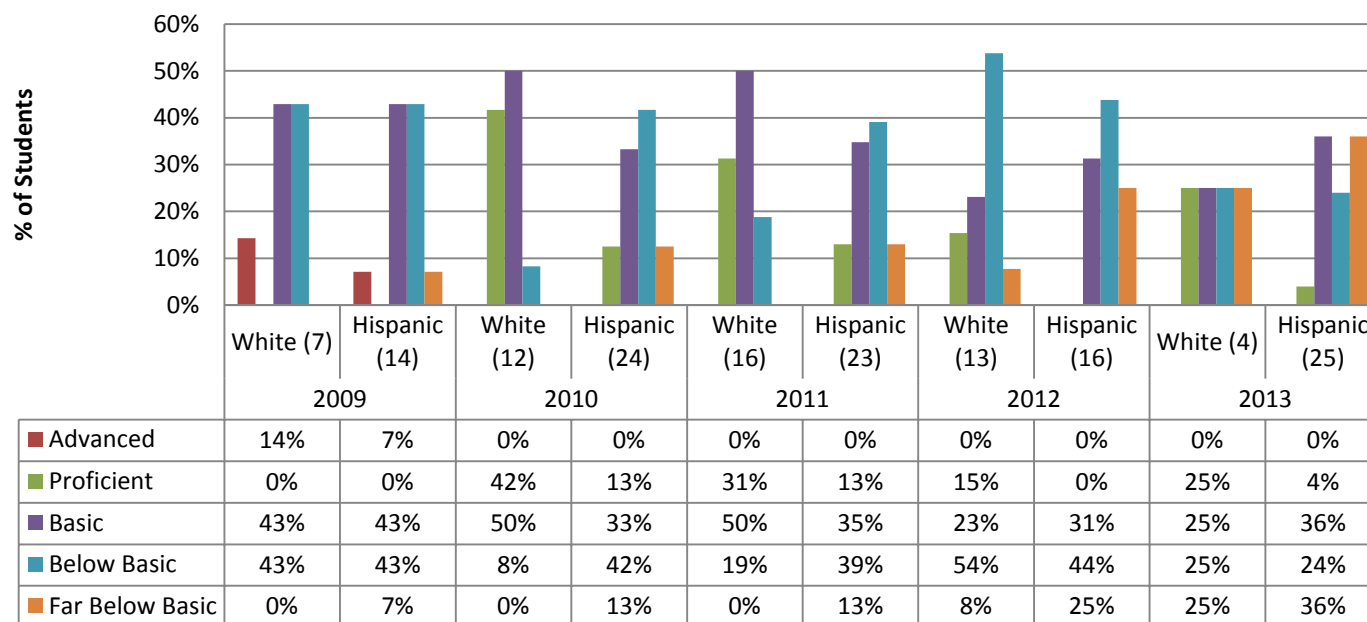


Algebra II

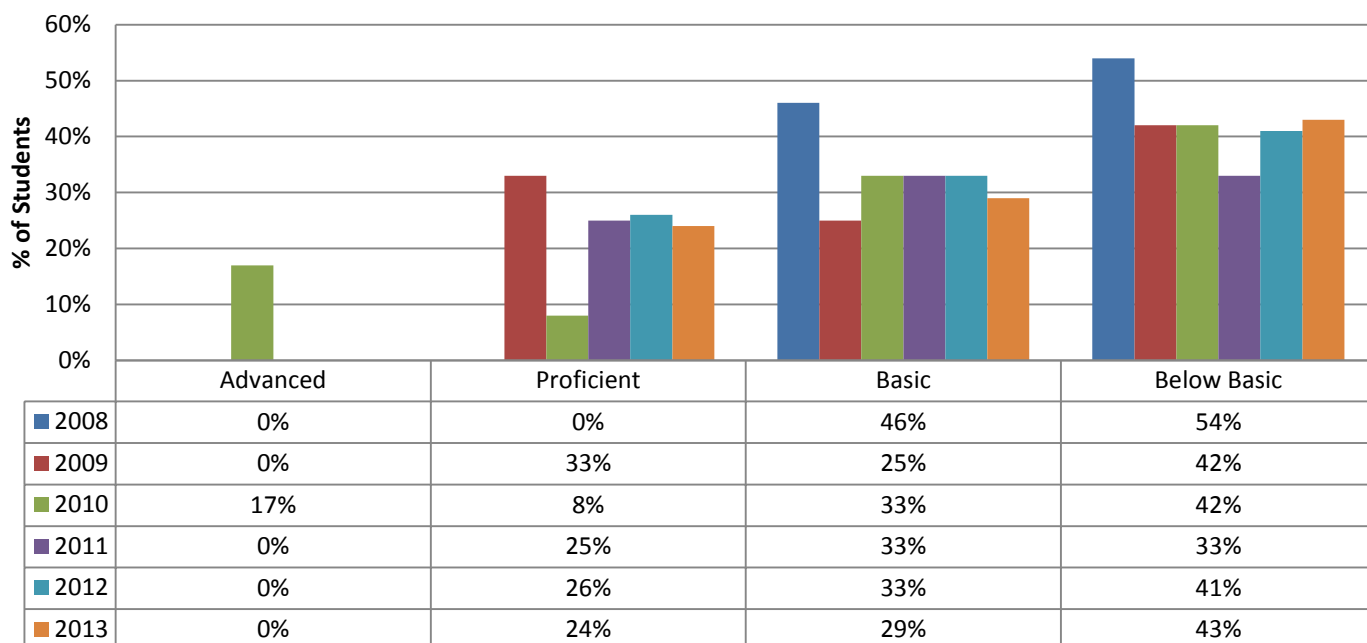


CST Algebra II

Significant Sub-Populations by Proficiency Levels

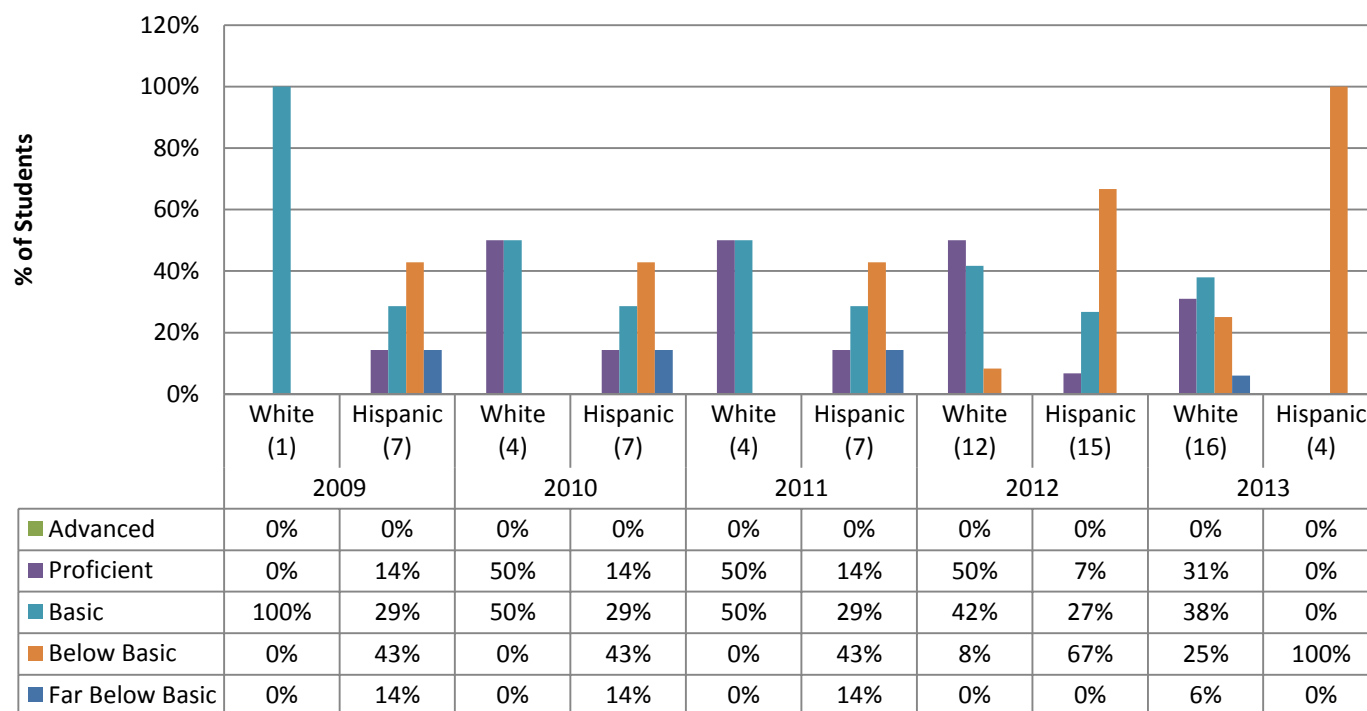


Summative High School Mathematics



CST Summative High School Math

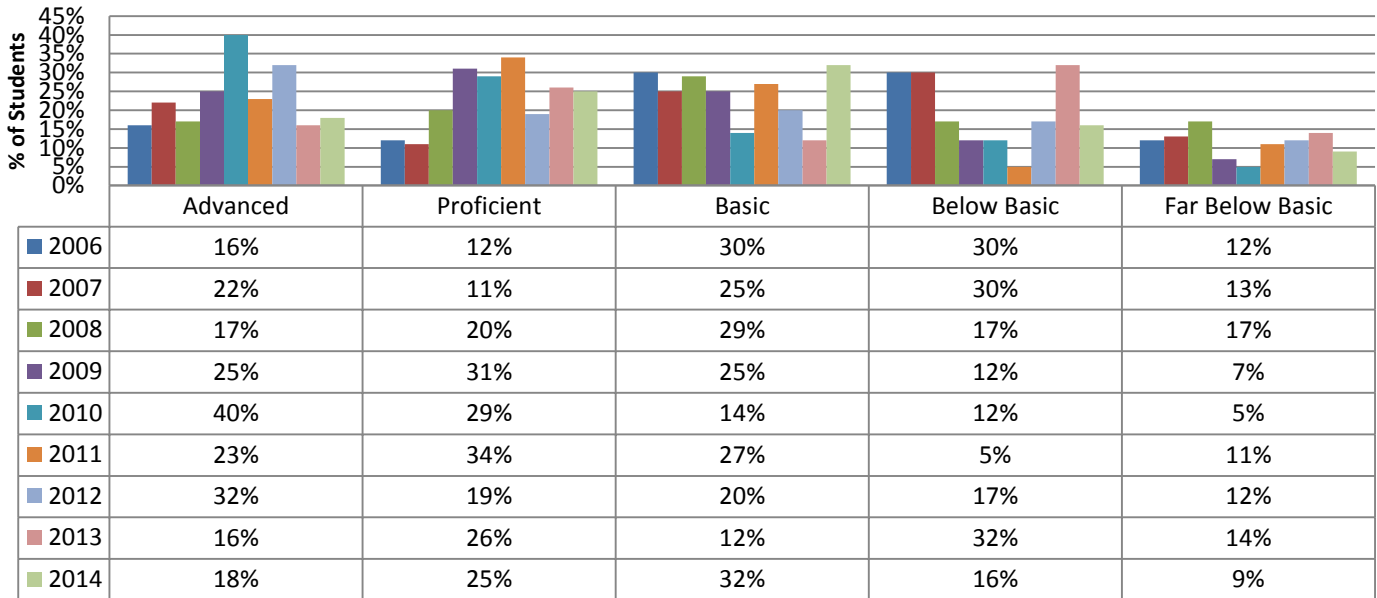
Significant Sub-Populations by Proficiency Levels



Findings: Areas of concern arise from trends in the proportion of proficient and advanced students on standards-based tests as well as enrollment levels of students in higher level A-G and AP courses. One of the trends to focus on is the decreases in the proportion of advanced and proficient students, especially in Algebra 1 and Summative Math. Additional strategies for improving student achievement in connection with transitioning to Common Core include a focus on academic vocabulary and number sense. Other best practices should include increasing rigor and consistency in instruction and assessment.

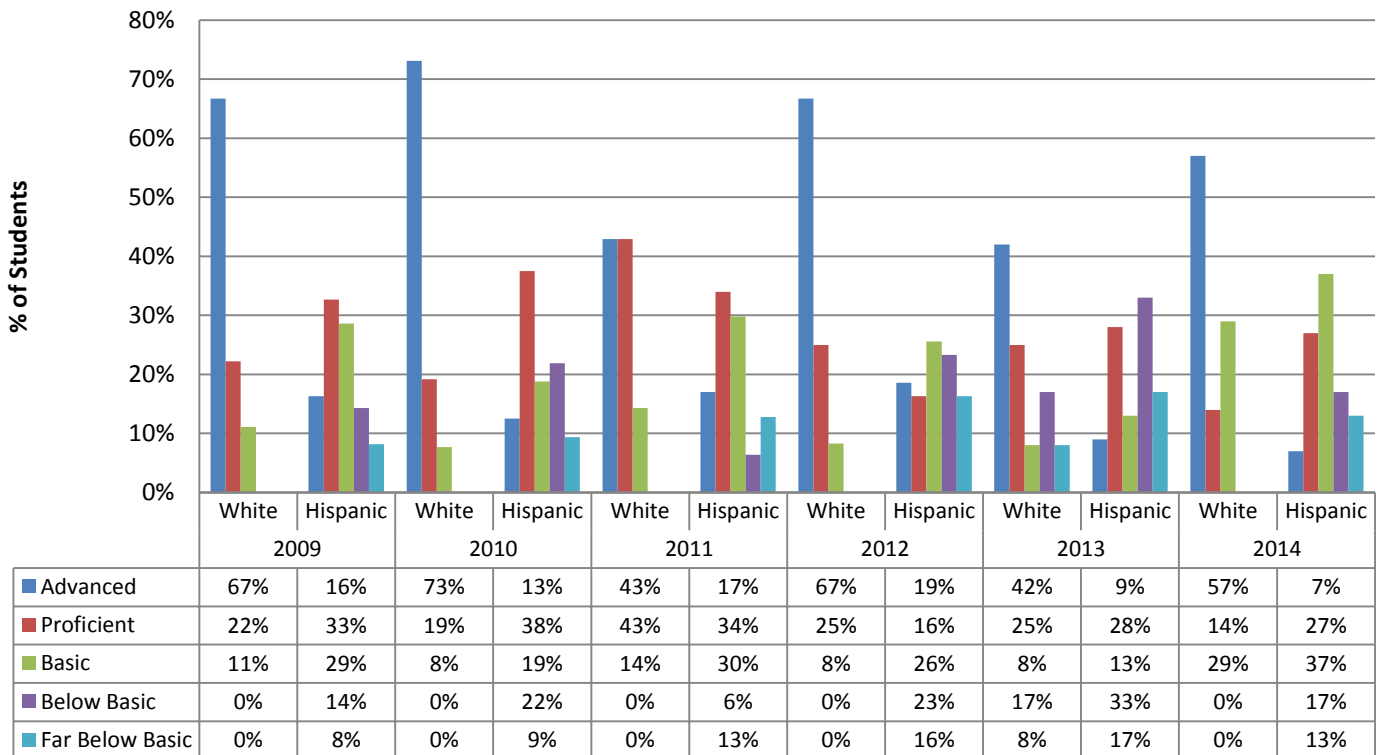
6. Multi-year Grade Level Scores by Proficiency Levels—Science

Science Grade 8

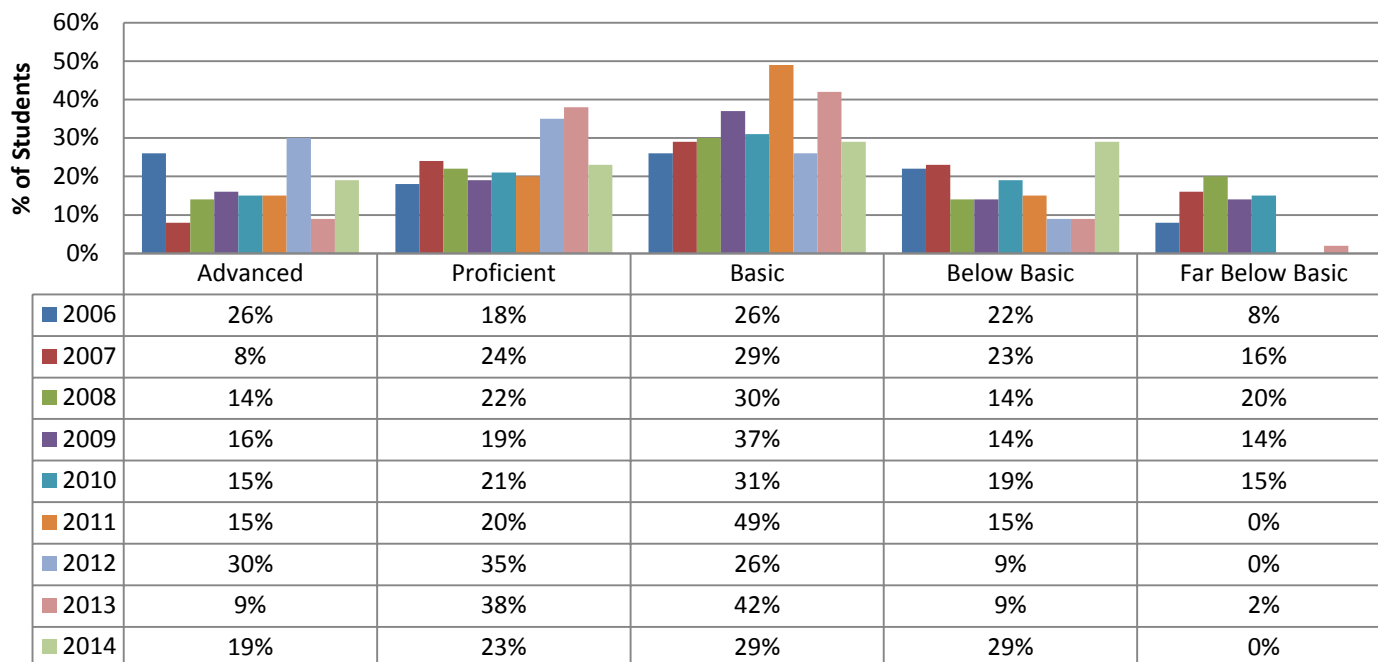


Science Grade 8

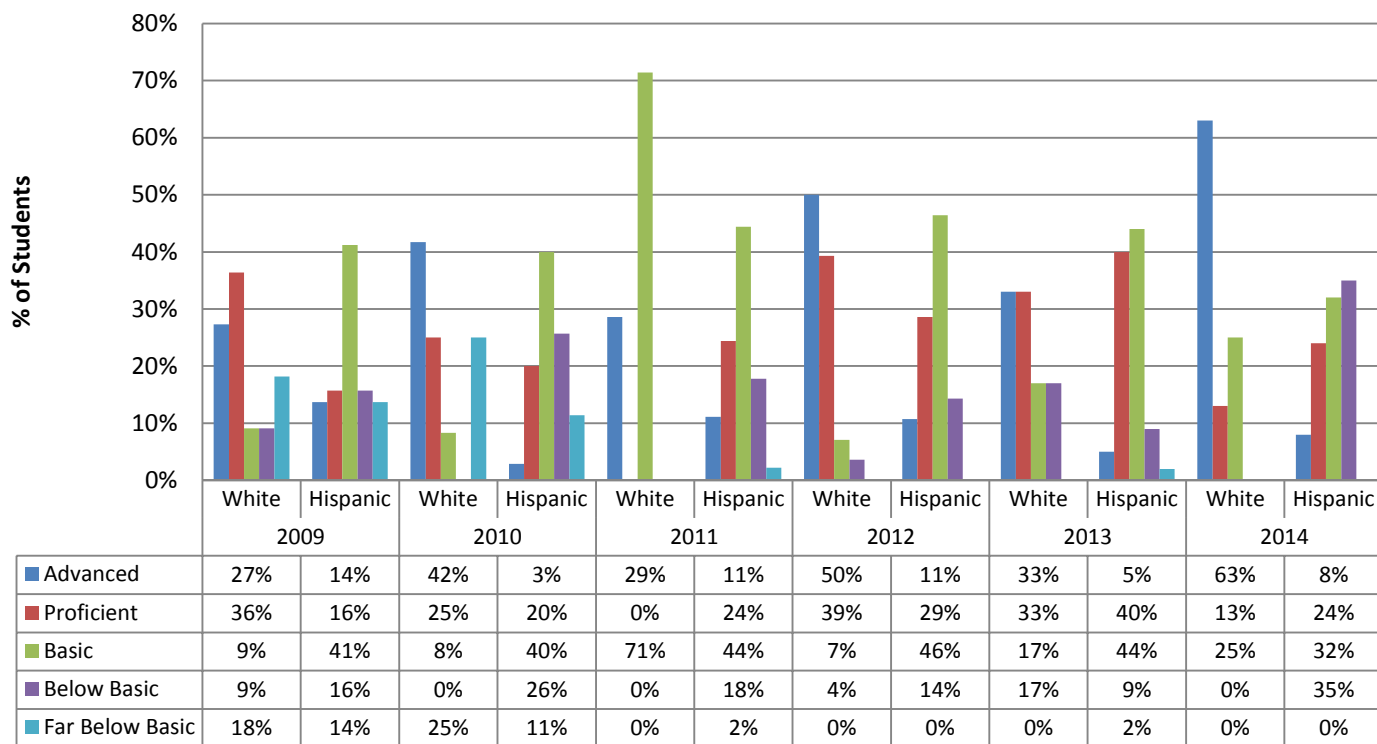
Significant Sub-Populations by Proficiency Levels



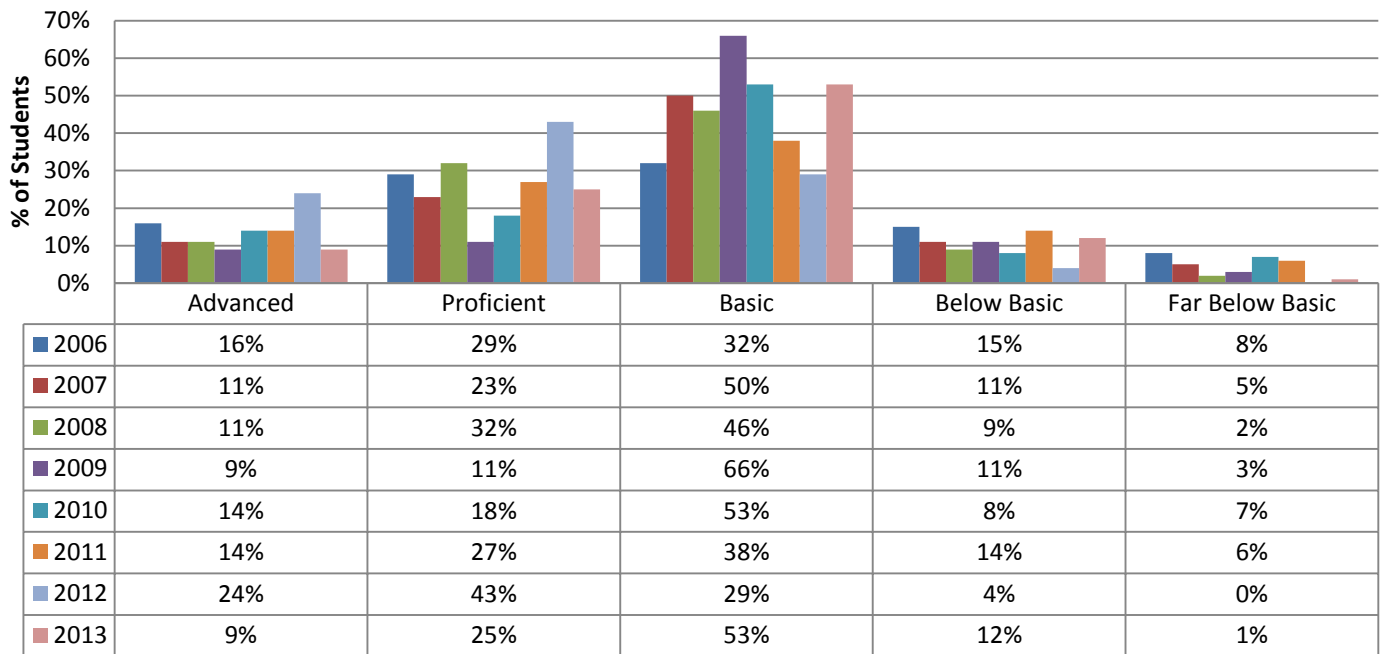
Science Grade 10 Life Science



Science Grade 10 Life Science Significant Sub-Populations by Proficiency Levels

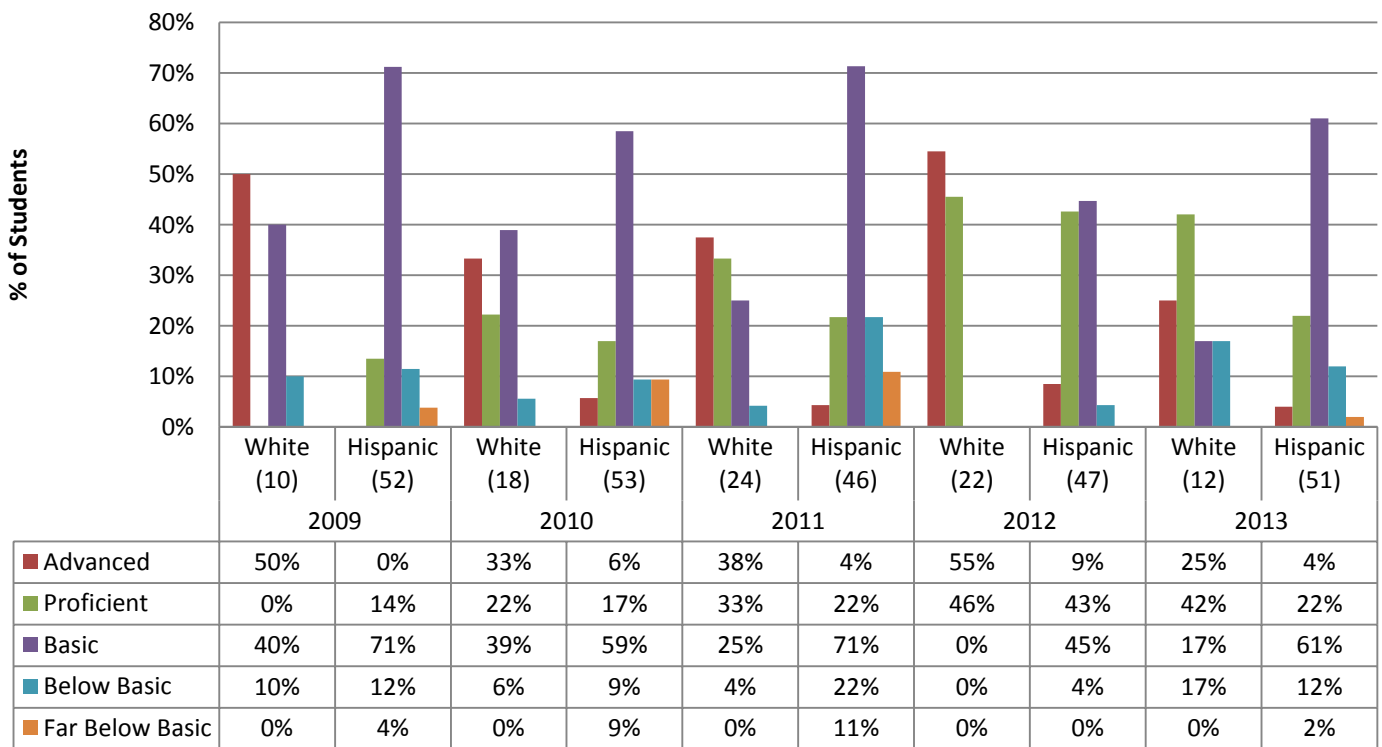


Biology

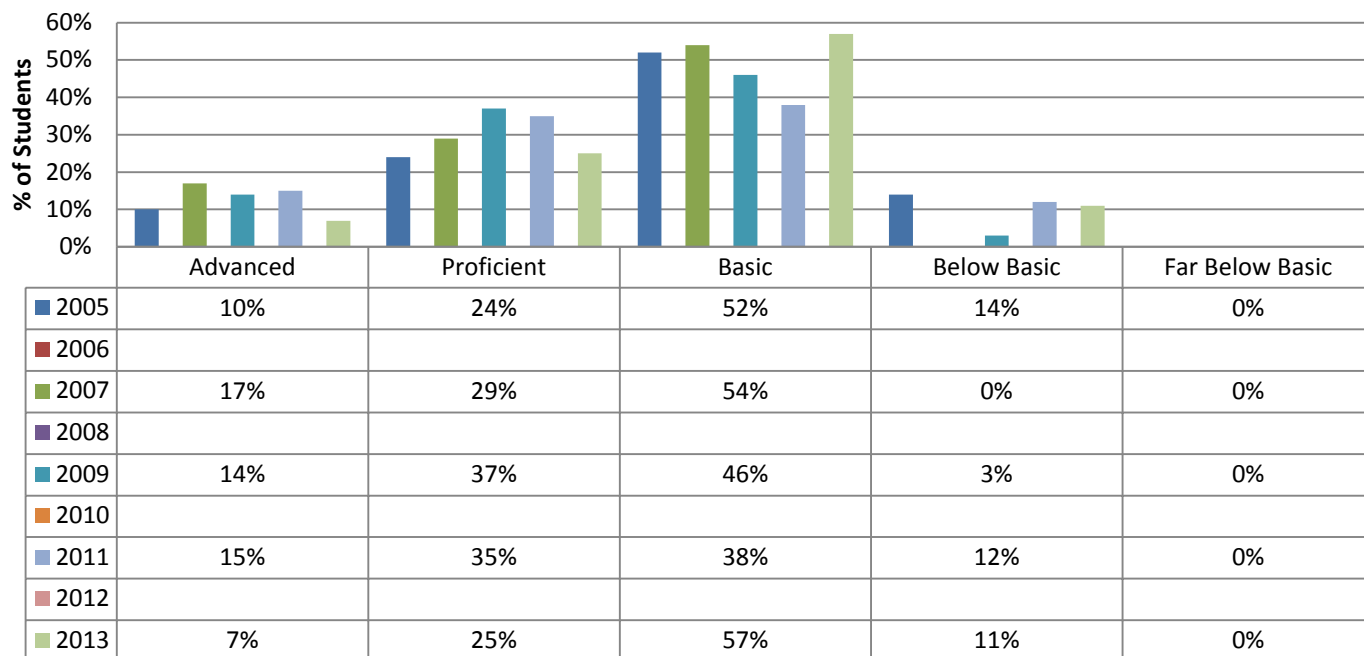


Biology

Significant Sub-Populations by Proficiency Levels

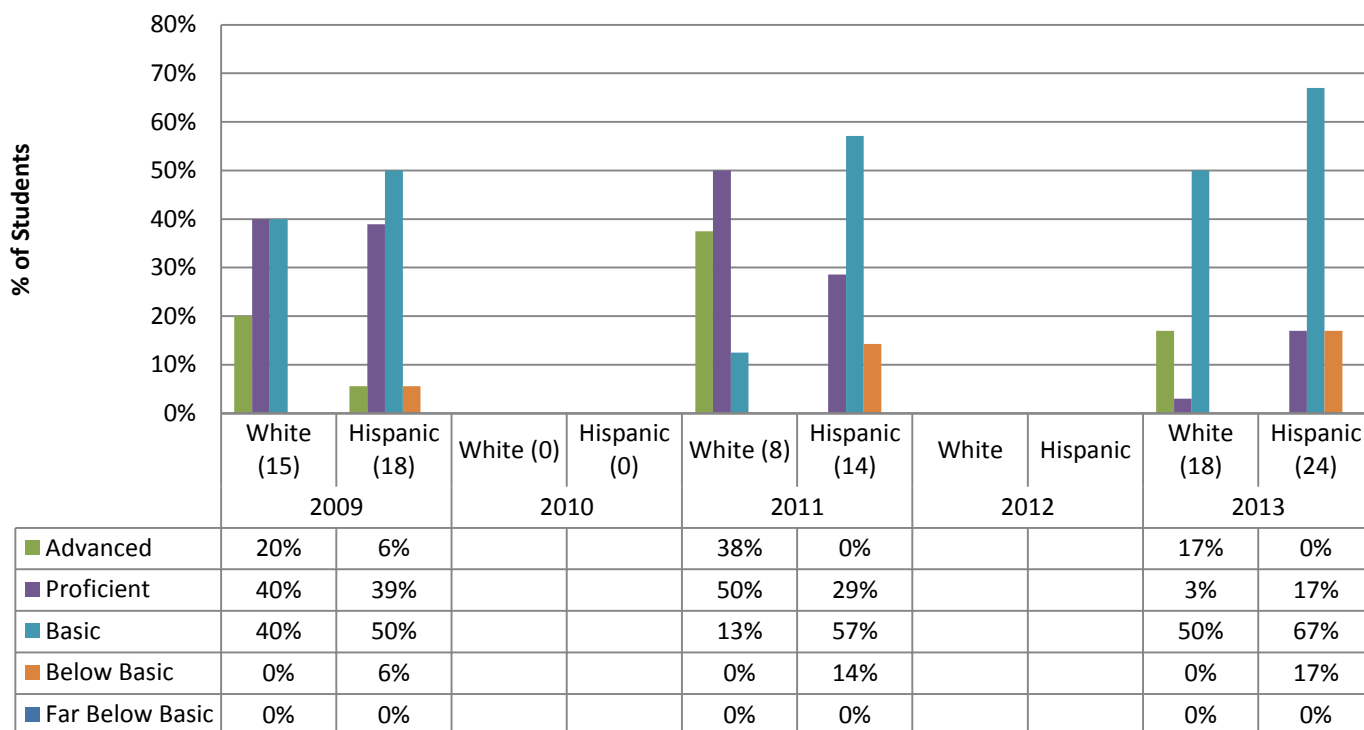


Chemistry

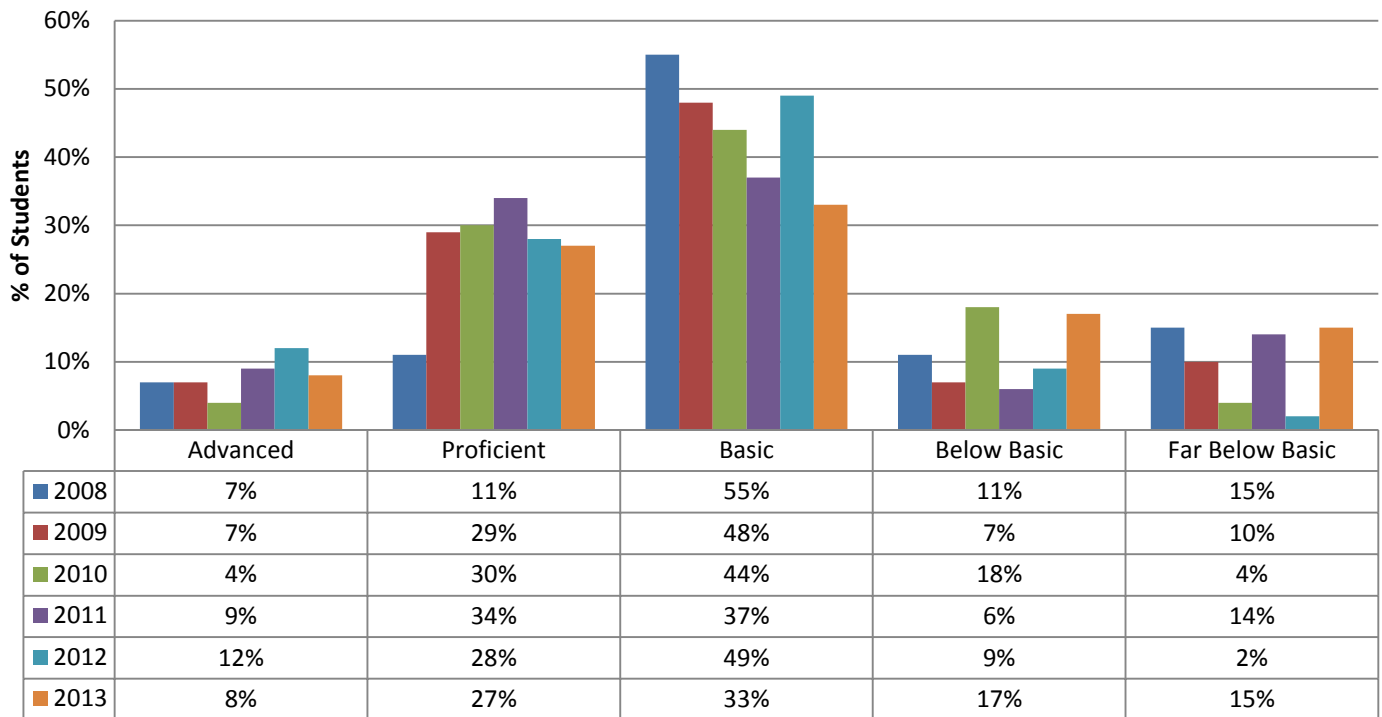


Chemistry

Significant Sub-Populations by Proficiency Levels

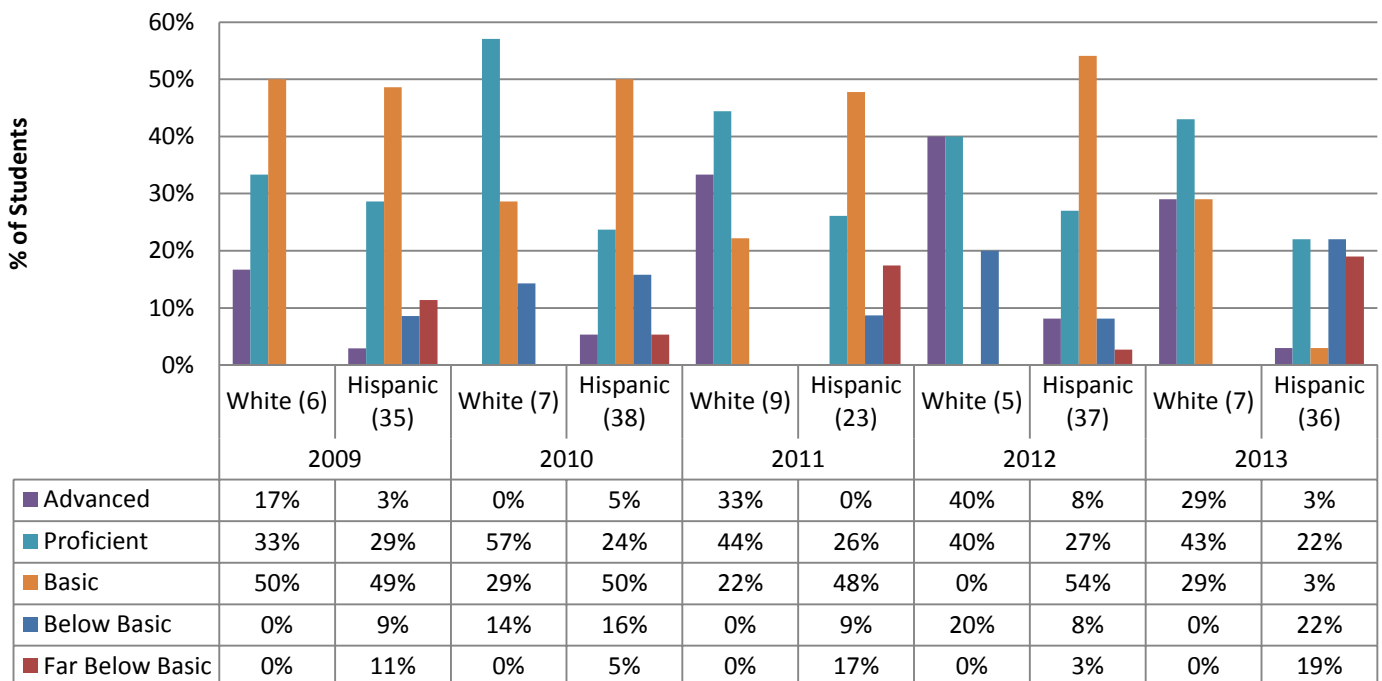


Earth Science



Earth Science

Significant Sub-Populations by Proficiency Levels



Findings: The number of students attaining proficiency in 8th grade science has dropped significantly since 2010 for both our white and Hispanic subgroups. A significant increase in the percent of students scoring proficient or advanced in science grade 10 and biology (EOC) in 2012 has not been sustained. While 88% of white students scored proficient or advanced in chemistry in 2011, only 20% scored proficient or advanced in 2013. Our Hispanic/Latino students also lost ground dropping from 29% in 2011 to 17% in 2013. While the percentage of students scoring proficient or advanced in earth science (EOC) did not change significantly, the data reveals the same persistent and predictable achievement gap identified elsewhere in the data.

7. California High School Exit Exam (CAHSEE):

CAHSEE 10th Grade												
	English-Language Arts						Mathematics					
	2009		2010		2011		2009		2010		2011	
	% Passed	% Prof & Adv.	% Passed	% Prof & Adv.	% Passed	% Prof & Adv.	% Passed	% Prof & Adv.	% Passed	% Prof & Adv.	% Passed	% Prof & Adv.
Overall	73	45	77	41	86	49	85	45	80	40	84	47
White	*	*	92	58	91	73	*	*	85	67	100	73
Hispanic/Latino	69	43	72	33	85	44	84	41	78	29	81	42
SED	67	41	76	37	82	42	84	38	78	34	80	37
EL	35	29	57	33	71	13	67	36	61	29	61	22
CAHSEE 10th Grade												
	English-Language Arts						Mathematics					
	2012		2013		2014		2012		2013		2014	
	% Passed	% Prof & Adv.	% Passed	% Prof & Adv.	% Passed	% Prof & Adv.	% Passed	% Prof & Adv.	% Passed	% Prof & Adv.	% Passed	% Prof & Adv.
Overall	92	64	88	52	82	53	88	59	85	44	85	52
White	100	89	*	*	*	*	100	77	*	*	*	*
Hispanic/Latino	84	44	86	48	77	43	78	44	84	42	81	44
SED	84	45	86	50	76	40	77	45	84	39	80	44
EL	62	15	*	*	23	0	46	23	*	*	54	0

CAHSEE English-Language Arts 10th Grade												
Clusters	2008-2009				2009-2010				2010-2011			
	White	H/L	SED	EL	White	H/L	SED	EL	White	H/L	SED	EL
Word Analysis	*	73	73	61	83	70	74	63	88	68	66	59
Reading Comp.	*	76	76	63	79	65	67	55	89	74	74	65
Lit Resp. Analysis	*	75	73	61	83	74	77	63	84	74	72	64
Writing Strat.	*	64	64	46	76	61	63	51	83	69	69	60
Writing Conv.	*	72	71	59	78	67	68	56	77	71	69	59
Writing Essay	*	2.5	2.4	2.2	2.7	2.2	2.3	1.9	2.5	2.3	2.2	2.1
CAHSEE English-Language Arts 10th Grade												
Clusters	2011-2012				2012-2013				2013-2014			
	White	H/L	SED	EL	White	H/L	SED	EL	White	H/L	SED	EL
Word Analysis	93	79	79	74	*	80	80	*	*	74	73	59
Reading Comp.	88	73	73	63	*	78	79	*	*	80	79	63
Lit Resp. Analysis	89	81	80	72	*	77	78	*	*	77	77	59
Writing Strat.	81	68	66	60	*	76	78	*	*	70	70	49
Writing Conv.	85	76	74	69	*	77	78	*	*	77	75	51
Writing Essay	2.9	2.4	2.5	1.9	*	2.3	2.3	*	*	2.1	2.1	1.5

CAHSEE Mathematics 10th Grade												
Clusters	2008-2009				2009-2010				2010-2011			
	White	H/L	SED	EL	White	H/L	SED	EL	White	H/L	SED	EL
Prob. & Stat.	*	75	74	60	77	70	70	57	87	73	73	63
Number Sense	*	71	70	61	77	69	70	61	81	67	66	58
Alg. & Func.	*	71	70	60	77	71	73	59	84	74	73	64
Meas. & Geo.	*	61	61	47	69	58	59	50	75	66	64	54
Algebra 1	*	53	53	47	57	54	52	49	77	58	58	51
CAHSEE Mathematics 10th Grade												
Clusters	2011-2012				2012-2013				2013-2014			
	White	H/L	SED	EL	White	H/L	SED	EL	White	H/L	SED	EL
Prob. & Stat.	85	73	72	60	*	76	76	*	*	75	74	57
Number Sense	76	59	61	46	*	66	66	*	*	69	69	48
Alg. & Func.	85	72	73	65	*	75	74	*	*	72	72	58
Meas. & Geo.	84	65	65	54	*	69	69	*	*	67	66	52
Algebra 1	70	60	59	53	*	54	54	*	*	57	58	38

Findings:

ELA: While the overall percentage of initial testing 10th graders scoring proficient remained above 80%, our EL students dropped significantly in 2014 from the previous two years. In 2011, 71% of EL students scored proficient, 62% in 2012, and down to 23% in 2014.

Math: Despite some variability, CJSHS has maintained a higher passing percentage, 85%-88%, than the California average of 83.6%. There was a wider fluctuation in the percent of advanced or proficient students.

8. Adequate Yearly Progress (AYP):

Federal Accountability: Adequate Yearly Progress (AYP) 2006

Made AYP: No

Met 18 of 22 AYP Criteria

	Participation Rate							
	English-Language Arts				Mathematics			
Groups	Enrollment 1st day of Testing	Number Students Tested	Rate	Met 2006 AYP Criteria	Enrollment 1st day of Testing	Number Students Tested	Rate	Met 2006 AYP Criteria
School-wide	193	191	99%	Yes	193	190	98%	Yes
Hispanic	133	131	98%	Yes	133	131	98%	Yes
White	57	57	100%	Yes	57	56	99%	Yes
SED	125	123	98%	Yes	125	123	98%	Yes
EL	107	105	98%	Yes	107	105	98%	Yes
SPED	22	21	96%	*	22	21	96%	*

	Annual Measurable Objectives (AMOs)							
	English-Language Arts				Mathematics			
Groups	Valid Scores	# at or Above Proficient	% At or Above Proficient	Met 2006 AYP Criteria	Valid Scores	# at or Above Proficient	% At or Above Proficient	Met 2006 AYP Criteria
School-wide	177	62	35.0%	Yes	176	55	31.1%	Yes
Hispanic	121	24	19.8%	No	121	24	19.8%	No
White	54	38	70.4%	Yes	53	31	58.5%	Yes
SED	114	21	18.4%	No	114	21	18.4%	No
EL	102	20	19.6%	Yes	102	19	18.6%	Yes
SPED	21	2	9.5%	*	21	1	4.8%	*

Academic Performance Index - Additional Indicator for AYP				
2005 API Base	2006 API Growth	2005-06 Growth	Met 2006 API Criteria	
674	669	-5	Yes	
Graduation Rate				
Rate for 2005, Class of 2003- 2004	Rate for 2006, Class of 2004- 2005	Change	Average 2-Year Change	Met 2006 Graduation Rate Criteria
98.3	96.7	-1.6	6.7	Yes

Federal Accountability: Adequate Yearly Progress (AYP) 2007

Made AYP: No

Met 12 of 18 AYP Criteria

Participation Rate								
Groups	English-Language Arts				Mathematics			
	Enrollment 1st day of Testing	Number Students Tested	Rate	Met 2007 AYP Criteria	Enrollment 1st day of Testing	Number Students Tested	Rate	Met 2007 AYP Criteria
School-wide	198	198	100%	Yes	198	198	100%	Yes
Hispanic	144	144	100%	Yes	144	144	100%	Yes
White	47	47	100%	Yes	47	47	100%	Yes
SED	132	132	100%	*	132	132	100%	*
EL	121	121	100%	Yes	121	121	100%	Yes
SPED	24	24	100%	*	24	24	100%	*

Annual Measurable Objectives (AMOs)								
Groups	English-Language Arts				Mathematics			
	Valid Scores	# at or Above Proficient	% At or Above Proficient	Met 2007 AYP Criteria	Valid Scores	# at or Above Proficient	% At or Above Proficient	Met 2007 AYP Criteria
School-wide	188	64	34%	Yes	188	52	27.7%	Yes
Hispanic	135	23	17%	No	135	23	17%	No
White	46	36	78.3%	*	46	27	58.7%	*
SED	129	20	15.5%	No	129	20	15.5%	No
EL	119	13	10.9%	No	119	15	12.6%	No
SPED	22	6	27.3%	*	22	3	13.6%	*

Academic Performance Index - Additional Indicator for AYP			
2006 API Base	2007 API Growth	2006-07 Growth	Met 2007 API Criteria
682	670	-12	Yes
Graduation Rate			
Rate for 2006, Class of 2004- 2005	Rate for 2007, Class of 2005- 2006	Change	Met 2007 Graduation Rate Criteria
96.7	97.4	0.7	Yes

Federal Accountability: Adequate Yearly Progress (AYP) 2008

Made AYP: No

Met 14 of 18 AYP Criteria

Groups	Participation Rate							
	English-Language Arts				Mathematics			
	Enrollment 1st day of Testing	Number Students Tested	Rate	Meet 2008 AYP Criteria	Enrollment 1st day of Testing	Number Students Tested	Rate	Meet 2008 AYP Criteria
School-wide	193	191	99%	Yes	193	192	99%	Yes
Hispanic	145	143	99%	Yes	145	144	99%	Yes
White	43	43	100%	*	43	43	100%	*
SED	131	130	99%	Yes	131	131	100%	Yes
EL	106	105	99%	Yes	106	105	99%	Yes
SPED	32	31	97%	*	32	31	97%	*

Groups	Annual Measurable Objectives (AMOs)							
	English-Language Arts				Mathematics			
	Valid Scores	# at or Above Proficient	% At or Above Proficient	Meet 2008 AYP Criteria	Valid Scores	# at or Above Proficient	% At or Above Proficient	Meet 2008 AYP Criteria
School-wide	187	65	34.8%	Yes	187	60	32.1%	Yes
Hispanic	140	28	20.0%	No	140	31	22.1%	Yes
White	42	33	78.6%	*	42	26	61.9%	*
SED	129	25	19.4%	No	129	27	20.9%	Yes
EL	105	12	11.4%	No	105	15	14.3%	No
SPED	31	6	19.4%	*	31	4	12.9%	*

Academic Performance Index - Additional Indicator for AYP					
2007 API Base		2008 API Growth		2007-08 Growth	Met 2008 API Criteria
670		695		25	Yes
Graduation Rate					
Rate for 2007, Class of 2005- 2006	Rate for 2008, Class of 2006- 2007		Average 2-Year Change	Met 2008 Graduation Rate Criteria	
97.4	94	-3.4	-1.8	Yes	

Federal Accountability: Adequate Yearly Progress (AYP) 2009

Made AYP: No

Met 17 of 18 AYP Criteria

Groups	Participation Rate							
	English-Language Arts				Mathematics			
	Enrollment 1st day of Testing	Number Students Tested	Rate	Meet 2009 AYP Criteria	Enrollment 1st day of Testing	Number Students Tested	Rate	Meet 2009 AYP Criteria
School-wide	193	192	99%	Yes	191	190	99%	Yes
Hispanic	142	141	99%	Yes	140	139	99%	Yes
White	47	47	100%	*	47	47	100%	*
SED	143	142	99%	Yes	141	140	99%	Yes
EL	114	113	99%	Yes	112	111	99%	Yes
SPED	25	25	100%	*	25	25	100%	*

Groups	Annual Measurable Objectives (AMOs)							
	English-Language Arts				Mathematics			
	Valid Scores	# at or Above Proficient	% At or Above Proficient	Meet 2009 AYP Criteria	Valid Scores	# at or Above Proficient	% At or Above Proficient	Meet 2009 AYP Criteria
School-wide	187	83	44.4%	Yes	185	64	34.6%	No
Hispanic	137	44	32.1%	Yes	135	37	27.4%	Yes
White	46	36	78.3%	*	46	26	56.5%	*
SED	141	48	34%	Yes	139	40	28.8%	Yes
EL	111	26	23.4%	Yes	109	24	22.0%	Yes
SPED	24	5	20.8%	*	24	7	29.2%	*

Academic Performance Index - Additional Indicator for AYP					
2008 API Base		2009 API Growth		2008-09 Growth	Met 2009 API Criteria
699		738		39	Yes
Graduation Rate					
Rate for 2008, Class of 2006- 2007	Rate for 2009, Class of 2007- 2008			Average 2-Year Change	Met 2009 Graduation Rate Criteria
94.0	83.7	-10.3		-8.2	Yes

Federal Accountability: Adequate Yearly Progress (AYP) 2010

Made AYP: Yes

Met 17 of 17 AYP Criteria

Groups	Participation Rate							
	English-Language Arts				Mathematics			
	Enrollment 1st day of Testing	Number Students Tested	Rate	Met 2010 AYP Criteria	Enrollment 1st day of Testing	Number Students Tested	Rate	Met 2010 AYP Criteria
School-wide	180	178	99%	Yes	178	176	99%	Yes
Hispanic	128	126	98%	Yes	126	124	98%	Yes
White	49	49	100%	*	49	49	100%	*
SED	131	129	98%	Yes	130	128	98%	Yes
EL	112	110	98%	Yes	110	108	98%	Yes
SPED	22	21	98%	*	21	21	98%	*

Groups	Annual Measurable Objectives (AMOs)							
	English-Language Arts				Mathematics			
	Valid Scores	# at or Above Proficient	% At or Above Proficient	Met 2010 AYP Criteria	Valid Scores	# at or Above Proficient	% At or Above Proficient	Met 2010 AYP Criteria
School-wide	165	89	53.9%	Yes	163	66	40.5%	Yes
Hispanic	117	51	43.6%	Yes	115	41	35.7%	Yes
White	46	36	78.3%	*	46	23	50.0%	*
SED	118	53	44.9%	Yes	117	45	38.5%	Yes
EL	106	41	38.7%	Yes	104	32	30.8%	Yes
SPED	19	5	26.3%	*	19	7	36.8%	*

Academic Performance Index - Additional Indicator for AYP					
2009 API Base		2010 API Growth		2009-10 Growth	Met 2010 API Criteria
736		755		19	Yes
Graduation Rate					
Rate for 2009, Class of 2007- 2008	Rate for 2010, Class of 2008- 2009	2010 Target Graduation Rate	2011 Target Graduation Rate	Alternative Method	
	84.62		85.22 Fixed	U50	

Federal Accountability: Adequate Yearly Progress (AYP) 2011

Made AYP: No

Met 10 of 18 AYP Criteria

Groups	Participation Rate							
	English-Language Arts				Mathematics			
	Enrollment 1st day of Testing	Number Students Tested	Rate	Met 2011 AYP Criteria	Enrollment 1st day of Testing	Number Students Tested	Rate	Met 2011 AYP Criteria
School-wide	188	188	100	Yes	187	187	100	Yes
Hispanic	153	153	100	Yes	152	152	100	Yes
White	31	31	100	*	31	31	100	*
SED	148	148	100	Yes	147	147	100	Yes
EL	121	121	100	Yes	120	120	100	Yes
SPED	20	20	100	*	20	20	100	*

Groups	Annual Measurable Objectives (AMOs)							
	English-Language Arts				Mathematics			
	Valid Scores	# at or Above Proficient	% At or Above Proficient	Met 2011 AYP Criteria	Valid Scores	# at or Above Proficient	% At or Above Proficient	Met 2011 AYP Criteria
School-wide	179	85	47.5%	No	178	64	36.0%	No
Hispanic	144	59	41.0%	No	143	43	30.1%	No
White	31	22	71.0%	*	31	19	61.3%	*
SED	142	57	40.1%	No	141	40	28.4%	No
EL	120	39	32.5%	No	119	31	26.1%	No
SPED	20	4	20.0%	*	20	2	10.0%	*

Academic Performance Index - Additional Indicator for AYP			
2010 API Base	2011 Growth API	2010-2011 Growth	Met 2011 API Criteria
754	768	14	Yes
Graduation Rate			
2010 Graduation Rate Class of 2008-09	2011 Graduation Rate Class of 2009-10	2011 Target Graduation Rate	2011 Graduation Rate Criteria Met
84.62	90.77	85.22	Yes

Federal Accountability: Adequate Yearly Progress (AYP) 2012

Made AYP: No

Met 10 of 18 AYP Criteria

Groups	Participation Rate							
	English-Language Arts				Mathematics			
	Enrollment 1st day of Testing	Number Students Tested	Rate	Met 2012 AYP Criteria	Enrollment 1st day of Testing	Number Students Tested	Rate	Met 2012 AYP Criteria
School-wide	199	197	99%	Yes	199	196	98%	Yes
Hispanic	139	139	100%	Yes	139	139	100%	Yes
White	56	54	97%	Yes	56	53	95%	Yes
SED	136	136	100%	Yes	136	136	100%	Yes
EL	106	106	100%	Yes	106	106	100%	Yes
SPED	23	23	100%	*	23	23	100%	*

Groups	Annual Measurable Objectives (AMOs)							
	English-Language Arts				Mathematics			
	Valid Scores	# at or Above Proficient	% At or Above Proficient	Met 2012 AYP Criteria	Valid Scores	# at or Above Proficient	% At or Above Proficient	Met 2012 AYP Criteria
School-wide	190	10	54.7%	Yes	189	64	33.9%	No
Hispanic	164	57	42.5%	No	134	32	23.9%	No
White	52	44	84.6%	Yes	51	30	58.8%	No
SED	132	61	46.2%	Yes	132	36	27.3%	No
EL	104	32	30.8	No	104	19	18.3%	No
SPED	23	10	43.5%	*	23	7	30.4%	*

Academic Performance Index - Additional Indicator for AYP			
2011 API Base	2012 Growth API	2011-12 Growth	Met 2012 API Criteria
768	772	4	Yes
Graduation Rate			
2011 Graduation Rate Class of 2009-2010	2012 Graduation Rate Class of 2010-11	2012 Target Graduation Rate	2012 Graduation Rate Criteria Met
80%	90.77%	81.25%	Yes

Federal Accountability: Adequate Yearly Progress (AYP) 2013

Made AYP: No

Met 10 of 18 AYP Criteria

Groups	Participation Rate							
	English-Language Arts				Mathematics			
	Enrollment 1st day of Testing	Number Students Tested	Rate	Met 2013 AYP Criteria	Enrollment 1st day of Testing	Number Students Tested	Rate	Met 2013 AYP Criteria
School-wide	182	181	99%	Yes	183	182	99%	Yes
Hispanic	145	144	99%	Yes	145	144	99%	Yes
White	34	34	100%	*	35	35	100%	*
SED	151	150	99%	Yes	151	150	99%	Yes
EL	82	81	99%	Yes	82	81	99%	Yes
SPED	18	18	100%	*	18	18	100%	*

Groups	Annual Measurable Objectives (AMOs)							
	English-Language Arts				Mathematics			
	Valid Scores	# at or Above Proficient	% At or Above Proficient	Met 2013 AYP Criteria	Valid Scores	# at or Above Proficient	% At or Above Proficient	Met 2013 AYP Criteria
School-wide	177	80	45.2%	No	177	44	24.9%	No
Hispanic	142	57	40.1%	No	142	32	22.5%	No
White	32	20	62.5%	*	32	10	31.3%	*
SED	147	61	41.5%	No	147	30	20.4%	No
EL	80	16	20.0%	No	80	10	12.5%	No
SPED	18	4	22.2%	*	18	3	16.7%	*

Academic Performance Index - Additional Indicator for AYP				
2012 API Base		2013 API Growth	2012-2013 Growth	Met 2012 API Criteria
771		739	-32	No
Graduation Rate				
Rate for 2012, Class of 2010- 2011	Rate for 2013, Class of 2011- 2012	2013 Target Graduation Rate	2013 Graduate Rate Met	2014 Target Graduation Rate Class of 2012-2013
90.77%	79.25%	82.50%	Yes	81.4%

Four-Year Cohort Graduation Rate (Class of 2012-2013)			
Number of Students in Cohort	Number of Graduates	Cohort Rate (Class of 2012-2013)	2015 Target (Class of 2013-2014)
54	53	98.15%	85%

Findings: Adequate Yearly Progress remained steady through 2013.

9. California English Language Development Test:

California English Language Development Test -- 2008-2009										
Grade Level	Beginning		Early Int.		Int.		Early Adv.		Adv.	
	#	%	#	%	#	%	#	%	#	%
7	1	5%	2	10%	5	25%	10	50%	2	10%
8	1	5%	1	5%	8	40%	7	35%	3	15%
9	1	5%	3	14%	9	41%	8	36%	1	5%
10	3	13%	5	21%	8	33%	8	33%	0	0%
11	4	22%	1	6%	5	28%	7	39%	1	6%
12	7	37%	0	0%	4	21%	7	37%	1	5%
Totals	17	14%	12	10%	39	32%	47	38%	8	7%

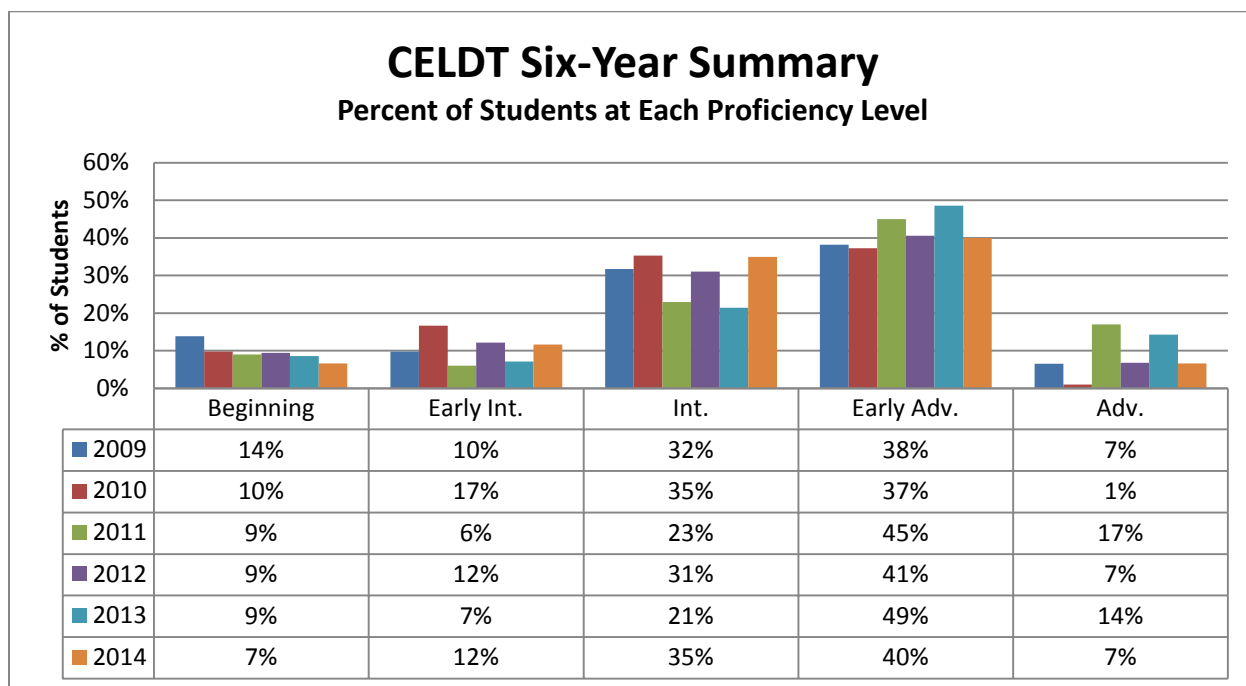
California English Language Development Test -- 2009-2010										
Grade Level	Beginning		Early Int.		Int.		Early Adv.		Adv.	
	#	%	#	%	#	%	#	%	#	%
7	1	6%	2	11%	10	56%	5	28%	0	0%
8	1	8%	5	38%	0	0%	7	54%	0	0%
9	3	13%	2	8%	9	38%	10	42%	0	0%
10	3	14%	5	24%	6	29%	7	33%	0	0%
11	1	7%	1	7%	9	60%	4	27%	0	0%
12	1	9%	2	18%	2	18%	5	45%	1	9%
Totals	10	10%	17	17%	36	35%	38	37%	1	1%

California English Language Development Test -- 2010-2011										
Grade Level	Beginning		Early Int.		Int.		Early Adv.		Adv.	
	#	%	#	%	#	%	#	%	#	%
7	3	20%	3	20%	6	40%	1	7%	2	13%
8	0	0%	1	5%	2	9%	15	68%	4	18%
9	1	6%	0	0%	2	13%	12	75%	1	6%
10	3	16%	1	5%	6	32%	6	32%	3	16%
11	2	17%	0	0%	2	17%	4	33%	4	33%
12	0	0%	1	6%	5	31%	7	44%	3	19%
Totals	9	9%	6	6%	23	23%	45	45%	17	17%

California English Language Development Test -- 2011-2012										
Grade Level	Beginning		Early Int.		Int.		Early Adv.		Adv.	
	#	%	#	%	#	%	#	%	#	%
7	2	11%	3	16%	4	21%	9	47%	1	5%
8	3	14%	4	19%	6	29%	8	38%	0	0%
9	1	14%	1	14%	3	43%	1	14%	1	14%
10	1	10%	0	0%	4	40%	5	50%	0	0%
11	0	0%	1	10%	3	30%	4	40%	2	20%
12	0	0%	0	0%	3	43%	3	43%	1	14%
Totals	7	9%	9	12%	23	31%	30	41%	5	7%

California English Language Development Test -- 2012-2013										
Grade Level	Beginning		Early Int.		Int.		Early Adv.		Adv.	
	#	%	#	%	#	%	#	%	#	%
7	0	0%	1	7%	4	29%	7	50%	2	14%
8	1	5%	2	11%	6	32%	7	37%	3	16%
9	4	24%	2	12%	2	12%	7	41%	2	12%
10	1	13%	0	0%	2	25%	5	63%	0	0%
11	0	0%	0	0%	0	0%	4	67%	2	33%
12	0	0%	0	0%	1	17%	4	67%	1	17%
Totals	6	9%	5	7%	15	21%	34	49%	10	14%

California English Language Development Test -- 2013-2014										
Grade Level	Beginning		Early Int.		Int.		Early Adv.		Adv.	
	#	%	#	%	#	%	#	%	#	%
7	1	6%	1	6%	6	35%	7	41%	2	12%
8	0	0%	1	13%	2	25%	5	63%	0	0%
9	0	0%	2	13%	6	40%	6	40%	1	7%
10	3	23%	2	15%	6	46%	2	15%	0	0%
11	0	0%	1	20%	1	20%	3	60%	0	0%
12	0	0%	0	0%	0	0%	1	50%	1	50%
Totals	4	7%	7	12%	21	35%	24	40%	4	7%



Findings: The six-year CELDT summary reveals that efforts to move students out of EL status have produced minimal results. The majority of our EL students remain at levels 3 and 4.

10. Grade Distribution for last three formal grading periods:

Course	Term	A	B	C	D	F	Total #	% Pass	% Fail	% Ds & Fs
English 7	Fall 2013	11	10	12	7	3	43	93%	7%	23%
	Spring 2014	7	12	14	5	6	44	86%	14%	25%
	Fall 2014	26	14	10	5	2	57	96%	4%	12%
English 8	Fall 2013	6	13	9	7	10	45	78%	22%	38%
	Spring 2014	8	16	11	5	6	46	87%	13%	24%
	Fall 2014	1	7	21	9	11	49	78%	22%	41%
English 9	Fall 2013	5	24	16	2	1	48	98%	2%	6%
	Spring 2014	2	9	13	23	0	47	100%	0%	49%
	Fall 2014	0	3	10	8	3	24	88%	13%	46%
English 9 (H)	Fall 2013	1	18	4	0	0	23	100%	0%	0%
	Spring 2014	8	12	3	0	1	24	96%	4%	4%
	Fall 2014	8	10	5	1	0	24	100%	0%	4%
English 10	Fall 2013	0	1	5	2	9	17	47%	53%	65%
	Spring 2014	0	3	2	4	8	17	53%	47%	71%
	Fall 2014	0	2	4	10	19	35	46%	54%	83%
English 10 (H)	Fall 2013	7	16	11	1	2	37	95%	5%	8%
	Spring 2014	6	14	13	3	1	37	97%	3%	11%
	Fall 2014	4	11	7	9	3	34	91%	9%	35%
English 11	Fall 2013	2	22	13	4	1	42	98%	2%	12%
	Spring 2014	5	17	16	4	3	45	93%	7%	16%
	Fall 2014	1	4	17	9	6	37	84%	16%	41%
English 12	Fall 2013	2	12	12	3	0	29	100%	0%	10%
	Spring 2014	1	14	12	2	0	29	100%	0%	7%
	Fall 2014	1	7	15	5	3	31	90%	10%	26%
AP Lit & Comp	Fall 2013	8	18	5	1	0	32	100%	0%	3%
	Spring 2014	2	15	13	2	0	32	100%	0%	6%
	Fall 2014	12	21	12	1	0	46	100%	0%	2%
AP Lang. & Comp	Fall 2013	2	10	3	0	1	16	94%	6%	6%
	Spring 2014	7	6	2	1	0	16	100%	0%	6%

Course	Term	A	B	C	D	F	Total #	% Pass	% Fail	% Ds & Fs
Pre-Algebra	Fall 2013	3	13	11	4	0	31	100%	0%	13%
	Spring 2014	2	11	16	3	0	32	100%	0%	9%
	Fall 2014	3	11	16	10	3	43	93%	7%	30%
Algebra 1	Fall 2013	1	11	21	26	13	72	82%	18%	54%
	Spring 2014	4	9	22	20	23	78	71%	29%	55%
	Fall 2014	0	6	17	24	15	62	76%	24%	63%
Core Algebra	Fall 2013	1	5	7	3	1	17	94%	6%	24%
	Spring 2014	1	4	7	3	3	18	83%	17%	33%
	Fall 2014	1	3	11	5	6	26	77%	23%	42%
Algebra 1 Honors	Fall 2013	7	15	6	0	0	28	100%	0%	0%
	Spring 2014	2	10	13	3	1	29	97%	3%	14%
	Fall 2014	5	5	19	4	1	34	97%	3%	15%
Geometry	Fall 2013	1	14	16	9	6	46	87%	13%	33%
	Spring 2014	2	12	15	9	7	45	84%	16%	36%
	Fall 2014	2	3	17	10	6	38	84%	16%	42%
Core Geometry	Fall 2013	1	7	7	2	0	17	100%	0%	12%
	Spring 2014	0	6	11	4	1	22	95%	5%	23%
	Fall 2014	1	6	7	2	0	16	100%	0%	13%
Geometry Honors	Fall 2013	3	3	5	1	0	12	100%	0%	8%
	Spring 2014	2	4	5	1	0	12	100%	0%	8%
	Fall 2014	2	4	7	1	1	15	93%	7%	13%
Algebra II	Fall 2013	2	5	14	3	5	29	83%	17%	28%
	Spring 2014	6	8	8	5	3	30	90%	10%	27%
	Fall 2014	4	10	10	6	7	37	81%	19%	35%
Math Analysis	Fall 2013	8	6	8	5	0	27	100%	0%	19%
	Spring 2014	9	3	7	6	2	27	93%	7%	30%
	Fall 2014	4	5	9	2	0	20	100%	0%	10%
AP Calculus	Fall 2013	1	3	4	3	0	11	100%	0%	27%
	Spring 2014	3	1	7	0	0	11	100%	0%	0%
	Fall 2014	3	1	1	2	0	7	100%	0%	29%
AP Statistics	Fall 2013	2	4	5	2	0	13	100%	0%	15%
	Spring 2014	4	5	3	1	0	13	100%	0%	8%
	Fall 2014	3	1	3	2	1	10	90%	10%	30%

Course	Term	A	B	C	D	F	Total #	% Pass	% Fail	% Ds & Fs
Grade 7 Social Studies	Fall 2013	17	16	8	2	0	43	100%	0%	5%
	Spring 2014	6	22	9	6	2	45	96%	4%	18%
	Fall 2014	27	26	4	0	0	57	100%	0%	0%
Grade 8 Social Studies	Fall 2013	20	9	8	6	2	45	96%	4%	18%
	Spring 2014	15	15	7	6	3	46	93%	7%	20%
	Fall 2014	5	22	16	5	3	51	94%	6%	16%
Grade 9 World History Honors	Fall 2013	2	4	2	3	0	11	100%	0%	27%
	Spring 2014	2	2	5	2	0	11	100%	0%	18%
	Fall 2014	1	4	7	1	0	13	100%	0%	8%
World History	Fall 2013	5	14	10	12	16	57	72%	28%	49%
	Spring 2014	6	14	16	11	6	53	89%	11%	32%
	Fall 2014	0	9	22	24	10	65	85%	15%	52%
AP World History	Fall 2013	2	3	4	1	0	10	100%	0%	10%
	Spring 2014	3	5	1	0	0	9	100%	0%	0%
	Fall 2014	2	5	2	1	0	10	100%	0%	10%
U.S. History	Fall 2013	0	7	17	17	4	45	91%	9%	47%
	Spring 2014	0	7	21	12	4	44	91%	9%	36%
	Fall 2014	2	14	8	10	5	39	87%	13%	38%
AP U.S. History	Fall 2013	5	5	2	1	0	13	100%	0%	8%
	Spring 2014	8	3	1	1	0	13	100%	0%	8%
	Fall 2014	4	7	2	2	2	17	88%	12%	24%
Government / Economics	Fall 2013	37	20	3	1	0	61	100%	0%	2%
	Spring 2014	27	13	15	6	0	61	100%	0%	10%
	Fall 2014	27	15	11	2	1	56	98%	2%	5%

Course	Term	A	B	C	D	F	Total #	% Pass	% Fail	% Ds & Fs
Grade 7 Science	Fall 2013	14	18	8	3	1	44	98%	2%	9%
	Spring 2014	8	19	11	5	3	46	93%	7%	17%
	Fall 2014	13	25	17	2	0	57	100%	0%	4%
Grade 8 Science	Fall 2013	19	13	7	5	1	45	98%	2%	13%
	Spring 2014	16	12	10	6	2	46	96%	4%	17%
	Fall 2014	5	19	20	6	1	51	98%	2%	14%
Earth Science	Fall 2013	1	12	18	10	3	44	93%	7%	30%
	Spring 2014	1	5	18	11	13	48	73%	27%	50%
	Fall 2014	1	4	5	3	8	21	62%	38%	52%
Biology	Fall 2013	6	3	5	0	0	14	100%	0%	0%
	Spring 2014	21	27	20	7	1	76	99%	1%	11%
	Fall 2014	19	10	20	9	7	65	89%	11%	25%
Chemistry	Fall 2013	0	0	0	0	0	0	N/A	N/A	N/A
	Spring 2014	0	0	0	0	0	0	N/A	N/A	N/A
	Fall 2014	13	23	21	13	7	77	91%	9%	26%
Physiology	Fall 2013	15	13	7	6	2	43	95%	5%	19%
	Spring 2014	21	13	6	1	0	41	100%	0%	2%
	Fall 2014	6	10	8	2	0	26	100%	0%	8%
Physics Honors	Fall 2013	14	9	12	0	0	35	100%	0%	0%
	Spring 2014	10	11	11	3	1	36	97%	3%	11%
	Fall 2014	0	0	0	0	0	0	N/A	N/A	N/A
AP Biology	Fall 2013	1	2	1	1	0	5	100%	0%	20%
	Spring 2014	4	1	0	0	0	5	100%	0%	0%
	Fall 2014	2	2	1	0	0	5	100%	0%	0%

11. AP, SAT, and ACT Results:

SAT							
Year	# Tested	% Tested	Verbal Average	Math Average	Writing Average	# >= 1500	% >= 1500
2005-2006	15	34.88	481	496	493	6	40
2006-2007	20	17.54	481	537	477	8	40
2007-2008	17	33.33	522	536	506	8	47
2008-2009	27	43.55	498	483	497	11	41
2009-2010	28	45.90	487	495	509	15	53
2010-2011	45	41	468	463	464	15	33
2011-2012	24	47.06	465	470	460	10	42
2012-2013	30	53.57	445	444	447	7	23

ACT					
Year	# Test Takers	% of Students	Avg. Score	# w/Score >= 21	% w/Score >= 21
2008	11	21.57	23.73	7	64
2009	18	29	21.61	11	61
2010	18	29.51	22.94	11	61
2011	26	38.81	19.85	11	42
2012	21	41.18	18.51	8	38
2013	22	39.29	19	9	41

Advanced Placement				
Year	# AP Students	# AP Tests	CJSHS % of Total AP Students with Scr=3+	State % of Total AP Students with Scr=3+
2007	18	28	56	63
2008	30	46	40	63
2009	29	51	76	64
2010	39	70	46	64
2011	38	57	41	64
2012	43	74	42	65
2013	57	85	40	64
2014	52	76	35	64

College Applications & Acceptances			
	2011-2012	2012-2013	2013-2014
% of Graduates Completing UC/CSU Admission Requirements	48%	54%	63%
# of students completing CSU Applications	14	25	34
# of students completing UC applications	5	15	19
# of students completing private / out of state applications	2	24	32
# of CSU acceptances	29	42	66
# of UC acceptances	3	12	15
# of private / out of state acceptances	2	41	62
# of students attending 4-year universities	15	18	35
# of students attending 2-year colleges	27	31	21

Findings: The school's AVID program has succeeded in preparing more students, especially Hispanic/Latino students for acceptance to four-year colleges. The percent of students with scores greater to or equal to 1,500 on the SAT remains low, as does the percent of students earning scores of 21 or over on the ACT. Furthermore, AVID has increased both the number of Advanced Placement test takers and tests rather dramatically over the last three years, however scores remain low compared to state averages. Students meeting A-G requirements increased in 2013 and 2014 as our first two cohorts of AVID seniors graduated. College applications, acceptances, and enrollment have also increased over the last three years.

Summary of Student Performance Data:

Updated disaggregated student achievement data reveals an achievement gap between white and Hispanic/Latino and English Learner students. While significant gains were made in student achievement between 2008 and 2011, transitioning to Common Core Standards has been challenging and data suggests that we have not yet identified best practices for supporting our lowest performing subgroups. These transitions also meant that pacing guides and benchmarks were either in flux or not being utilized with regularity, as different assessment methods emerged. The lack of “data” made it difficult for teachers to evaluate student achievement and re-teach when necessary. The data makes clear that we must continue to work on our critical areas of focus in order to achieve equity with our student populations.

II: Significant School Changes and Developments

1. School Leadership: Richard Savage, who was the school's principal during the last full-study, took a position elsewhere in March 2013 school—one year into the current accreditation cycle. Under his leadership, several initiatives had begun. A small group of core content area teachers participated in Buck Institute's PBL Summer Institute during the summer of 2012. Project based learning was more officially launched during the 2012-2013 school year with nearly half of our teachers being trained in the Buck Institute's PBL protocols. Furthermore, with the placement of laptop computer carts in several classrooms, approximately a third of teachers began incorporating technology into nearly every lesson and activity.

In 2013-2014, a new principal was hired, David Kumamoto, and he continued to focus attention on the critical areas for follow-up from both the WASC full study and the Schoolwide Action Plan. Significant upgrades in technology and wireless and internet infrastructure enabled the school to create a one-to-one learning environment with Chromebooks in every classroom on campus. Shifting instructional and curricular demands required a new emphasis on Common Core aligned teaching and learning strategies. The classroom walk through protocol was re-evaluated in terms of efficacy resulting in a shift to professional learning communities and plans for implementing the "Learning Walks" protocol for peer-to-peer observations.

In 2014-2015, a new vice principal was hired, Craig Wycoff, and his emphasis has been on ensuring that rigor and equity are increased as we transition to Common Core as well as college and career pathways.

2. Staffing: Over the past three years, there have been several significant staffing changes. The retirement of several long-term teachers resulted in the hiring of three new science teachers, a new math teacher, and a new junior high English teacher. All of these new hires were chosen for their willingness and ability to help us move forward with the goals of project based learning and Common Core alignment.

A new librarian/digital literacy teacher was also hired for the 2013-2014 school year, and she has been instrumental in supporting Common Core across the content areas, as well as updating our library resources.

3. Student Support Programs: Prior to 2014, the Calistoga Family Center provided after school programs on our campus for 7th, 8th, and 9th grade students. Beginning this year, however, the Napa County Office of Education created the After Class Enrichment Program (ACES) on our campus, which provides academic support and enrichment activities bridging the school day with after school hours. Additionally, we have added after school tutoring/mentoring through Americorps fellows who run the after school "hub" in our library for high school students. Also, strategic English classes have been replaced with Read 180, which is an acceleration program for students reading below grade level.

III: Follow-up and Progress Report Development Process

The principal's leadership team, consisting of members from all core content areas as well as administrative and program support staff, wrote the CJSHS School Wide Action Plan in April 2012 in response to the Visiting Committee's report dated March 28, 2012. This action plan (included in Section V of this Mid-Cycle Progress Report) was used to establish goals for the 2012-2013, 2013-2014 and 2014-2015 school years.

When a new principal was hired in 2013-2014, the leadership team continued to meet and work towards meeting the goals of the Action Plan. In August 2014, the entire staff met to discuss student achievement data, especially as it related to the School Wide Action Plan.

Data tables and files have been updated periodically by the school's WASC coordinator, and fully disaggregated data charts were completed in December 2014. Core academic departments met to interpret and summarize the latest student achievement data for not just their departments, but also CAHSEE and CELDT results.

The School Site Council and principal's leadership team have been updated on the WASC report progress throughout the current school year. Staff members, including all teachers, the academic counselor, principal and vice principal, and librarian, also chose subgroups to join for commenting on progress made in each of the focus areas. These focus-group meetings took place in February 2015.

All "findings" and summaries on student achievement data were written by core content area departments, and the Progress on Critical Areas for Follow-up section was written by the various focus groups.

For the 2015 midterm visitation document, the administrative team and WASC coordinator prepared the rough draft, which was then distributed to the leadership team and departments for feedback. After the departments had the opportunity to provide updates for revision, the administration made the necessary changes to the self-study document. Following the finalization of the document, the administration presented the WASC midterm self-study to the district's governing board.

IV: Progress on the Critical Areas for Follow-up within the Action Plan

Focus Group A - Professional Development Plan

Focus Group Members: Louise Owens; Erik Parry; and Gary Guttman

Areas for future focus from report of the visiting committee dated March 28, 2012

“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.”

SMART Goal from School Wide Action Plan dated April 18, 2012—School Goal #1: Professional Development Plan

To design and implement a Professional Development Program and Calendar that addresses the school’s changing instructional and curricular needs.

Proposed Evidence of Effectiveness from Action Plan

1. How often the calendar is used for individual professional development opportunities.
2. How much the themes of the Prof Dev calendar align themselves to the overall theme of Prof Dev that year.
3. Improvement in student performance both in the classroom and on State Standardized Test Scores.

Focus Group Comments	Evidence & Examples of the Impact on Student Learning
<p>While professional development did occur, it was not as outlined in the Action Plan. Instead, approximately half of the staff members participated in Buck Institute PBL training, while the other half focused on benchmark analysis. In fact, by the beginning of the 2014-2015 school year, all but one teacher had been fully trained in Project Based Learning.</p> <p>Training has not been offered to support effective use of data for revising instructional practices (OARS).</p> <p>Beginning with the 2013-2014 school year, professional development focused on Common Core, as well as reading and writing to learn strategies. These trainings have been in the form of full-day professional development presented by the Napa County Office of</p>	<ul style="list-style-type: none"> • Professional Development agendas and sign-in sheets. • CJSHS Teachers’ professional development website, which includes resources and materials used during Common Core aligned trainings. • School Wide Action Plan

Education, as well as staff meeting presentations by English department members. These trainings have emphasized the need for all subjects to teach literacy, and staff members have been provided with several strategies for supporting student literacy.

This year a district focus on positive behavior management resulted in BEST practices professional development at the beginning of the school year, and again mid-year. These trainings helped to facilitate the district and school roll-out of the BEST Behavior program at our site.

Furthermore, with the addition of Read 180 to our course offerings, three English language arts teachers have been fully trained in the implementation of this program, which is supporting our intervention and English learner students in grades 7-12. These teachers and their students continue to benefit from coaching sessions with our regional Read 180 coach.

The professional development plan and calendar for the 2015-2016 school year are being finalized with an emphasis on developing our capacity to effectively address the needs of our long-term English learners.

Focus Group B – Standards Aligned Benchmarks For all Core Areas

Focus Group Members: Jeanne Heck; Kathy Bone; Ruth Gelinas; and DJ Hein

Areas for future focus from report of the visiting committee dated March 28, 2012

“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.”

SMART Goal from School Wide Action Plan dated April 18, 2012—School Goal #2: Develop and use state standards aligned benchmark exams for all core areas

1. Evaluate the current data management program and explore other options that would better serve CJSHS needs.
2. Implement new management system and provide necessary support and training to all staff members.
3. Design and implement both pacing guides and benchmark exams for all core areas.
4. Implement a benchmark score evaluation method to drive re-teaching efforts.

Proposed Evidence of Effectiveness from Action Plan

1. Accomplishments of these goals: Have the pacing guides been developed? Are we using standards aligned benchmarks? Are we re-teaching standards based on benchmark exam results?
2. Improvement in student performance both in the classroom and on State Standardized Test Scores.

Focus Group Comments	Evidence & Examples of the Impact on Student Learning
<p>To date, no new data management system has been evaluated and implemented. Aeries Analytics was investigated, but considered too expensive and new. We continue to use OARS.</p> <p>Beginning with the 2014-2015 school year the English department has used OARS's built in Common Core aligned formative assessments, and plans to use the summative assessments available near the end of the year. These assessments are proving useful in identifying areas where teaching and learning need revision.</p> <p>With the implementation of Common Core, Project Based Learning, and changes in administration and teaching staff, the creation and maintenance of pacing guides and benchmarks has not been wide-spread.</p>	<ul style="list-style-type: none"> • English department formative assessments provide useful data for teaching and re-teaching, as well as opportunities for revising curriculum and formative assessment strategies. • Pacing Guides and Benchmark Exams for some core subjects.

Focus Group C – Eliminate Achievement Gap / EL Coordinator

Focus Group Members: Craig Wycoff; Carolyn Carregui;
John Lowell; Michele Craig-Morales; and Ana Orozco

Areas for future focus from report of the visiting committee dated March 28, 2012

“CJSHS is encouraged to continue its current focus on eliminating the achievement gap between the school’s Hispanic/Latino students and their white classmates.”

“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.”

SMART Goal from School Wide Action Plan dated April 18, 2012—School Goal #3: Continue to eliminate achievement gap and implement an English Learner Coordinator

1. Continue a school wide focus on the fostering of a culture of high expectations for all students.
2. Continue the development and growth of the AVID program on campus.
3. Implement the English Learner Coordinator position.

Proposed Evidence of Effectiveness from Action Plan

1. Improvement in student performance both in the classroom and on State Standardized Test Scores among our EL student population.

Focus Group Comments	Evidence & Examples of the Impact on Student Learning
<p>Since our last WASC review, the school has implemented or is in the process of implementing the following:</p> <ul style="list-style-type: none"> • ELD summer school for newcomers in 2015 • Bilingual language support during regular school day and after school. • Americorps fellow runs after school “hub” until 7:00 p.m. and also recruits mentors. • Americorps STEM fellow working in science and math classes, as well as after school. • Read 180 for ELD basic and early advanced students. • Technology is making it easier for beginners to access core class documents. 	<ul style="list-style-type: none"> • 28-30 students who have moved up to Early Advanced or Advanced this year (2014-2015) • GPA of re-designated students - weighted academic has increased • List of re-designated students • RL 30 - survey that discusses support for ELD • AVID strategies and professional development opportunities, including AVID path for long-term English learners.

Focus Group D – Incorporate More Technology Into Classrooms

Focus Group Members: Jeremy Grove; Sandy Hanson; Ben Hartelt; Ivan Miller; and Ginnie Chu

Areas for future focus from report of the visiting committee dated March 28, 2012

“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.”

SMART Goal from School Wide Action Plan dated April 18, 2012—School Goal #4: Incorporate more technology into the classroom.

1. Upgrade school’s technology infrastructure.
2. Continue to explore and implement more Project-Based Learning into the curriculum.
3. Create a new computer lab with the capacity to serve a full class of 32 students that will primarily be used as a CAD Lab.

Proposed Evidence of Effectiveness from Action Plan

1. Upgraded technology infrastructure is in place with more network stability and effectiveness.
2. Evidence of more critical thinking and collaboration within the classroom due to the presence of more Project-based Learning.
3. The existence of an additional computer lab that can serve a full class of 32 students.

Focus Group Comments	Evidence & Examples of the Impact on Student Learning
<ul style="list-style-type: none"> • The entire school is wireless and internet bandwidth has been greatly increased. A current upgrade is occurring that will increase access and speed even further. All of areas of the school including the gym and multi-purpose room now offer connectivity. • A CAD lab was created in 2012-2013. It includes 24 student work stations and is used by the drafting students and teacher. • Chromebook carts with sufficient devices for all students are present in all core classes. • A common district-wide domain allows for cloud-based storage, and a local server is no longer used. • Classroom projectors have been upgraded and ceiling-mounted in most classrooms, and assisted listening devices have been installed in some classrooms. • Project based learning staff development has been provided on multiple occasions and is encouraged throughout the school for all staff. 	<ul style="list-style-type: none"> • Entire student body and staff can access internet. • Internet-based curriculum utilized by teachers and students. • Internet tools (e.g. Google apps, website creators, etc., available to all students.) • Read 180 and Khan Academy implemented. • DIGITS online math curriculum available for students. • Students learning to utilize real world technology for scheduling, creating documents, presentations, and research. • Common email • Continuity of Google Chrome program • Multiple single classroom as well as multiple subject PBL projects have been successfully completed by students at all grade levels.

Focus Group E – Quarterly Classroom Walk-Throughs

Focus Group Members: Eric Heitz; Cara Fitchett; Ellen Probst; and Kirstin De La Cruz

Areas for future focus from report of the visiting committee dated March 28, 2012

“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.”

SMART Goal from School Wide Action Plan dated April 18, 2012—School Goal #5: Incorporate the Classroom Walk Through process.

1. Use quarterly Classroom Walk-Throughs (CWT’s) to evaluate the effectiveness of the professional development plan and instructional strategies.
2. Emphasize the CWT process as a way to determine the presence of checking for understanding strategies and project-based learning.
3. Use the CWT process as a way for teachers to engage in a peer-to-peer observation process.

Proposed Evidence of Effectiveness from Action Plan

1. Improvement in student performance both in the classroom and on State Standardized Test Scores among our EL student population.
2. Evaluation of Professional Development Program and changes processed at the end of the school year.

Focus Group Comments	Evidence & Examples of the Impact on Student Learning
<ul style="list-style-type: none"> • Quarterly CWTs not happening. • Overall, teachers want format to change. • CWTs need to be longer than 5 minutes. • Recommend future professional development days to learn and implement “Learning Walks” as a more effective way for teachers to engage in peer-to-peer observation. <ul style="list-style-type: none"> ○ What is the focus? Who decides? ○ Group by shared focus/interests? 	<ul style="list-style-type: none"> • For 2014-2015 only 2nd quarter CWTs happened, and many teachers did not participate. • CWT/“Learning Walk” observation forms and debriefs.