

Chapter 1: Student/Community Profile and Supporting Data and Findings

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 363 students in grades 7 through 12, and is served by a staff of 23 certificated teachers. Teacher turnover is minimal with teachers having an average of 11 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 5,500 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 73% Hispanic, 27% Caucasian, and a very small number of African American, Native American, Asian, Filipino, and Pacific Islander students. Coincidentally, 73% (the same percentage of Hispanic students, but not the same students) of our students qualify for free or reduced price lunch. The Hispanic population has increased by 55% in the past decade. 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 grown recently and now stands at 60% of our total student population. Overall achievement at CJSHS has steadily improved over the last eight years from an API of 616 to this year's 768. During that same time period, our EL population has gone from an API of 499 to 708 and our Hispanic population has gone even higher, to an API of 738.

As a true neighborhood school, the entire community takes great pride in our learning environment. In 1990, a new high school facility provided a library, science rooms, an art room, student

store, a band room, weight room, and administrative offices. Additional construction in 1999 created a separate junior high of six classrooms surrounding a covered quad in the heart of our campus. In 2010, a General Obligation Bond was passed by the voters to improve the current facilities. The school will receive a new student union building that will serve as a cafeteria/multi-purpose building and a new events center will serve as a gymnasium for athletic contests. In addition, a new quad will be built allowing students a more comfortable and suitable environment for the junior/senior high school life and atmosphere.

In 2000, CJSHS committed to restructuring efforts that included: identifying barriers to achievement; implementing a standards-based curriculum with aligned materials; using data for instructional decisions; planning collaboratively; and participating in professional development focused on secondary literacy and English language acquisition. Over the last 10 years, more than 92% of graduates have gone on to post-secondary schooling—37% of which matriculated to four year colleges and universities, many as the first in their families. We also focus on our advanced learners by providing an honors option in English, math, and science at nearly every level, and several AP classes in these and other disciplines. Calistoga Junior Senior High School was proud to receive a Distinguished School Award in the spring of 2005 and again in 2011.

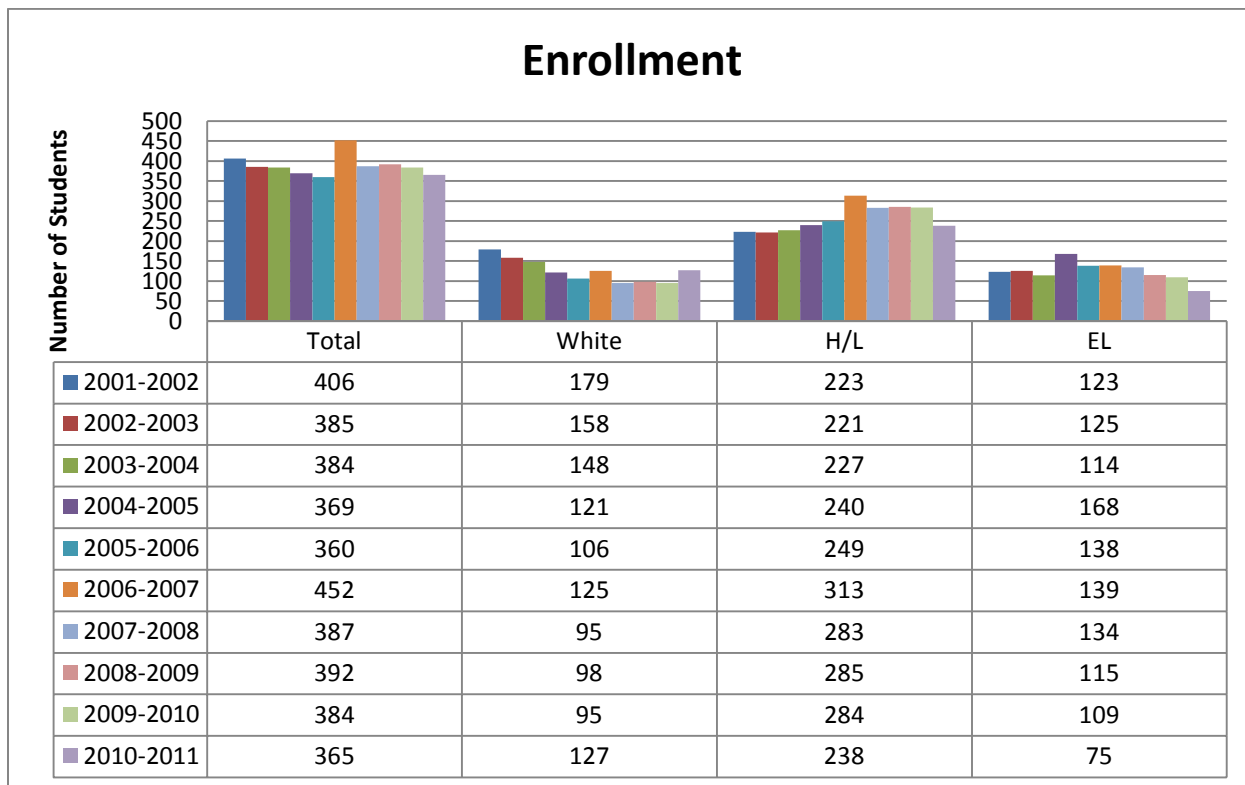
At CJSHS, we believe that several factors have contributed to the recent increase in our school's API score. The culture of learning and community, the willingness to come together and compromise for the whole, and the constant push for high expectations for all students have all led to higher achievement. Additional factors that coincide with those listed above include the focus and emphasis placed on student relationships combined with the fervent motivation for a steady and strong work ethic. 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	<i>Sharing ideas clearly</i>
	Collaboration	<i>Working together cooperatively</i>
	Critical Thinking	<i>Higher level reasoning and problem solving</i>
A	Achievement	<i>Realizing personal and academic goals</i>
	Attitude	<i>Developing a positive approach to life and learning</i>
	Aspiration	<i>Embracing choices that lead to greatness</i>
T	Truth	<i>Honesty in words and actions</i>
	Tolerance	<i>The acceptance of diversity</i>
	Tenacity	<i>The relentless pursuit of goals and dreams</i>
S	Success	<i>Seeing your dreams become a reality</i>
	Scholarship	<i>The evolution of a life long learner</i>
	Service	<i>Contributing to the welfare of the global community</i>

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 decade we have had a declining white population, and an increasing Hispanic/Latino population. As of the 2005-2006 school year the populations have leveled off. Over the past four years our English Learner population has decreased slightly.

Attendance

Year	Attendance Rate
2006-2007	96.7%
2007-2008	94.9%
2008-2009	92.4%
2009-2010	96.8%
2010-2011	93%

Findings: We continue to have attendance rates over 90%.

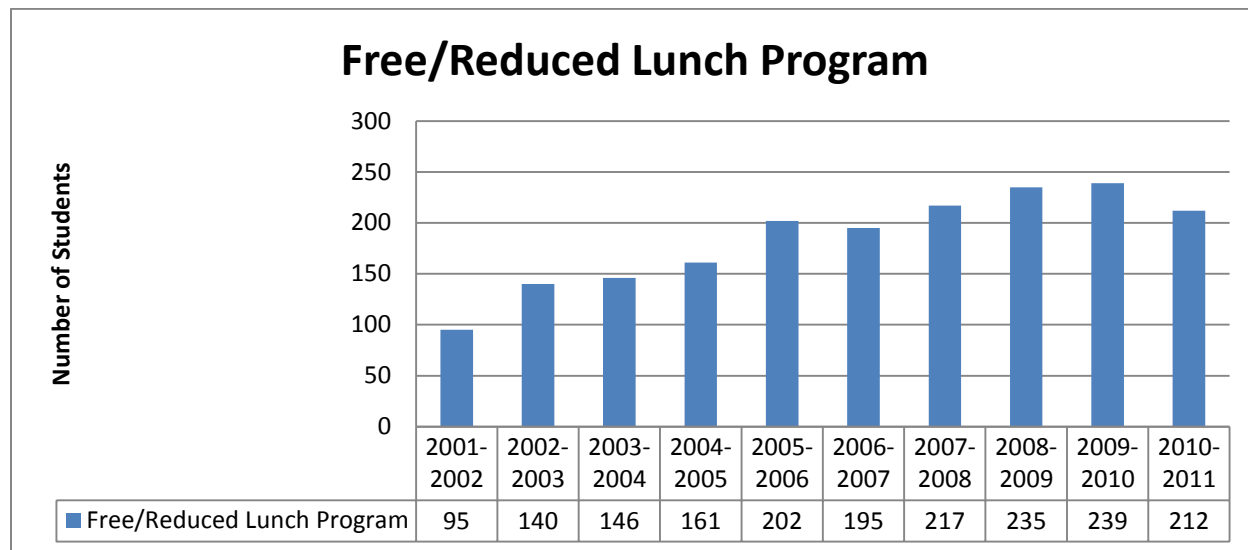
	Enrollment*	Number of Students with Unexcused Absence or Tardy on 3 or More Days (truants)	Truancy Rate
2009	392	84	21.43%
2010	384	57	14.84%
2011	365	28	7.67%

School Discipline Referrals

	Enrollment	Violence/Drug		Total Persistently Dangerous Expulsions	Overall Total	
		Expulsions	Suspensions		Expulsions	Suspensions
2007-2008	387	0	26	0	0	67
2008-2009	392	2	34	0	2	104
2009-2010	384	6	13	0	6	96
2010-2011	365	2	10	0	2	69

	2007-2008	2008-2009	2009-2010	2010-2011
Suspensions (number)	67	104	96	69
Suspensions (rate)	17%	27%	25%	18.9%
Expulsions (number)	0	2	6	2
Expulsions (rate)	0%	1%	2%	1%
Enrollment	387	392	384	365

Findings: Discipline referrals have remained steady over the past four years with a slight decline over the past two years. Our rate of truant students has also steadily declined since 2009.

Socioeconomic Status

Findings: As our white population has decreased and our Hispanic/Latino population has increased, our number of students taking advantage of the Free/Reduced Lunch Program has more than doubled. In fact, since 2005 to the present more than half of our students qualify for free and reduced lunch.

Staff Information

Staffing: Because of its location, the Napa Valley is highly attractive to teacher candidates. Calistoga Junior/Senior High School hired a new principal for the 2010-2011 school year. CJSHS has 23 certificated classroom teachers, one school psychologist/SPED director, one library media tech, one principal, one vice principal, one attendance/guidance secretary, one student assistance program director, one grant funded program coordinator, one afterschool-program director, two Americorp volunteers, one speech therapist, one office manager/secretary to principal, three special education paraprofessionals, and one computer technician.

2011-2012 Staffing

	Gender	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	White	Multi- or No Response	Total
Certificated Staff	Female					1	12		13
	Male						12		12
Para-profess.	Female					1	1		2
	Male						1		1
Office/ Clerical	Female						3		3
	Male								0
Program Support Staff	Female					2	1		3
	Male					2			2
Custodial	Female					1			1
	Male					1			1
Totals						8	30		38

Findings: Staffing ratio does not reflect the growing Latino population. Efforts are being made to close the gap.

2011-2012 Staffing

# of Teachers	Full	Emergency Cred	# First Yr Teachers	# Second Year Teachers
23	23/ 100%	0	1 / 4%	3/ 13%

	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	7	4	11	11	11	11	11
Male	6	5	11	11	11	14	14
Total	13	9	22	22	22	13	13

Findings: Calistoga has a number of teachers with many years of experience. All are highly qualified, and 59% have a master's degree.

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, EL Symposium, California Science Teachers Conventions, California Mathematics Council trainings). All of these opportunities assist in the implementation of the school's Single Plan for Student Achievement (SPSA).

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		

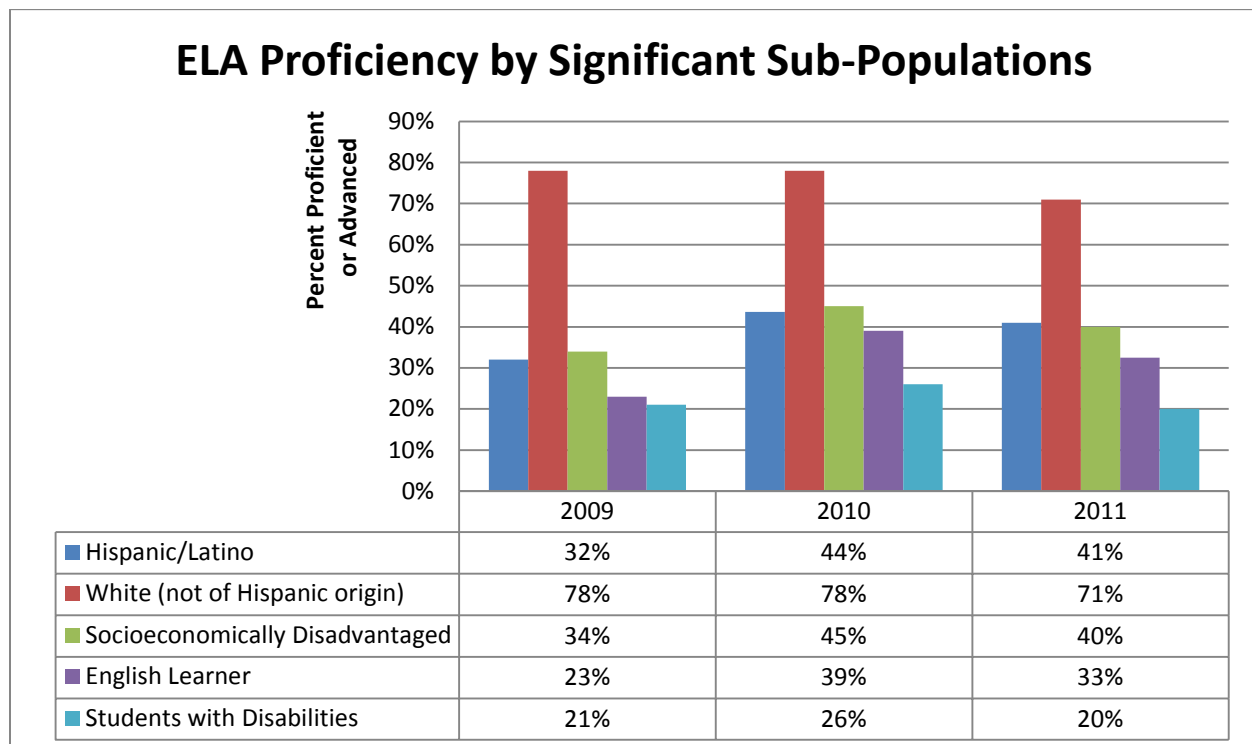
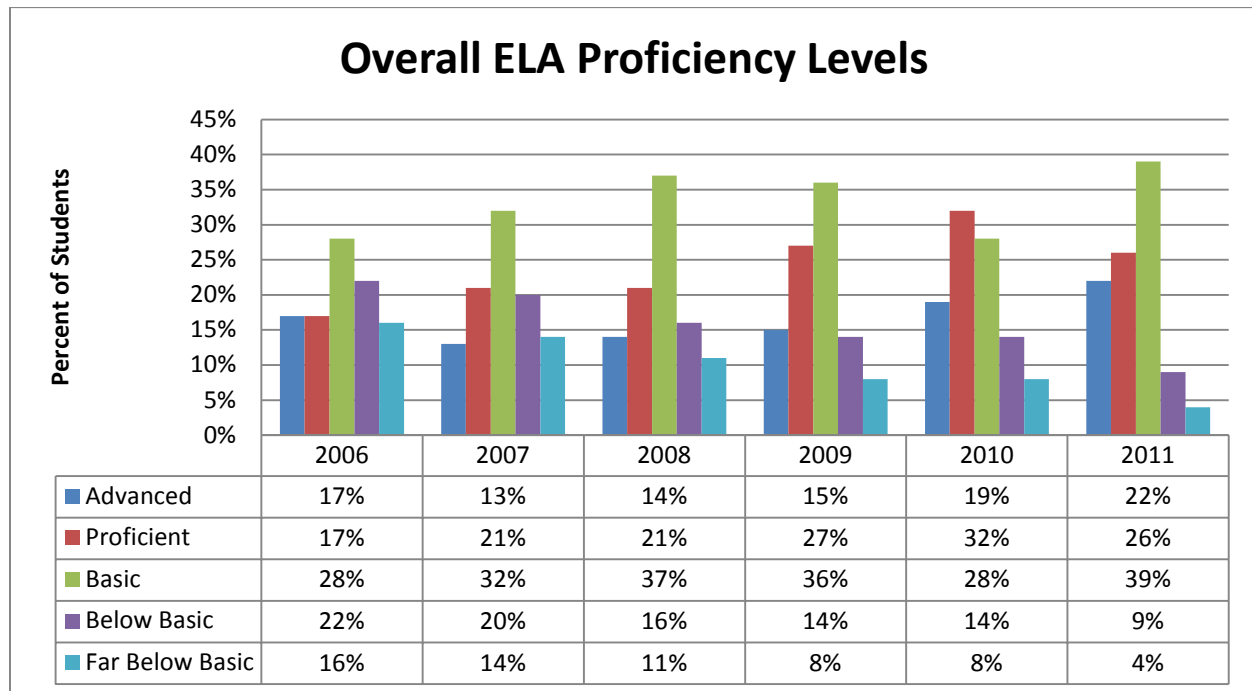
Findings: There has been an overall 152-point increase in API score over the last ten years; a 94-point increase from 2005 to 2011.

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

Student Subgroups	2005	2006	2007	2008	2009	2010	2011
Hispanic/Latino	595	611	600	650	697	716	738
White (not of Hispanic origin)	828	851	828	836	852	858	856
Socioeconomically Disadvantaged	590	608	597	643	696	724	737
English Learner	563	594	580	607	662	695	708
Met API Growth Target							
Hispanic/Latino	Yes	No	No	Yes	Yes	Yes	Yes
White (not of Hispanic origin)	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	No	Yes	Yes	Yes	Yes
English Learner	Yes	Yes	No	Yes	Yes	Yes	Yes

Findings: CJSHS has succeeded in narrowing the achievement gap between our white and Hispanic/Latino students. The gap between white and Hispanic/Latino students has decreased from 228 points to 118 points on the API. As a result our school received a California Distinguished School Award in 2011.

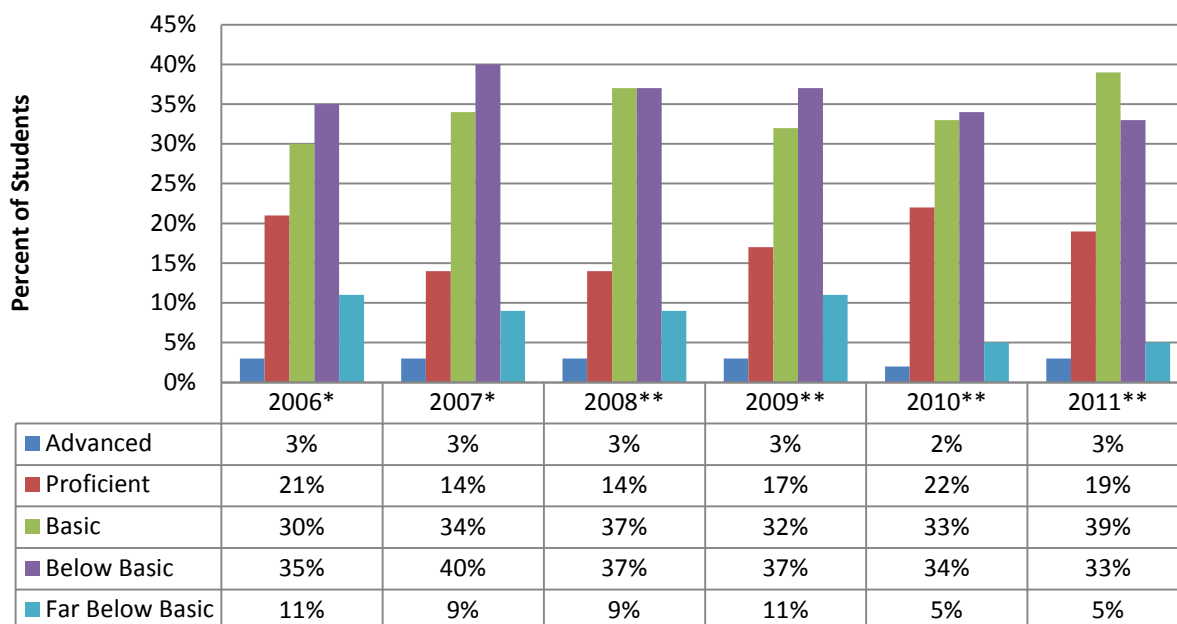
2. Overall Proficiency Levels – Math and ELA



ELA Proficient & Advanced by Grade Level & Sub-Population												
Grade	White			Hispanic			English Learner			SED		
	2005	2011	+/-	2005	2011	+/-	2005	2011	+/-	2005	2011	+/-
7	61%	85%	24%	8%	40%	32%	0%	16%	16%	8%	45%	37%
8	64%	43%	-21%	19%	33%	14%	6%	11%	5%	19%	31%	12%
9	71%	79%	8%	19%	39%	20%	10%	13%	3%	21%	44%	23%
10	71%	89%	18%	15%	33%	18%	9%	10%	1%	15%	31%	16%
11	67%	67%	0%	11%	36%	25%	0%	14%	14%	13%	44%	31%

Findings: The percentage of students proficient and advanced in language arts has risen consistently over the past five years with 48% of students scoring proficient or above in 2011, compared to only 34% proficient or above in 2006. In addition, the percentage of overall students needing intensive or strategic intervention has decreased, especially since 2008 when the social studies and English departments were restructured.

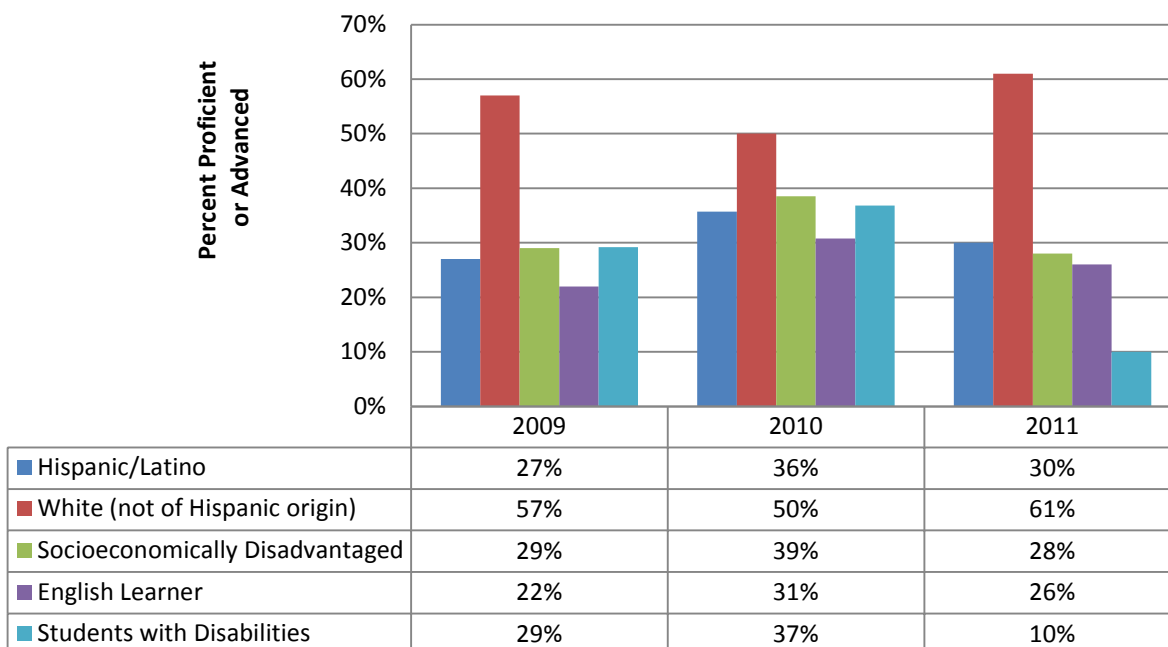
Overall Math Proficiency Levels



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

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Math Proficiency by Significant Sub-Populations

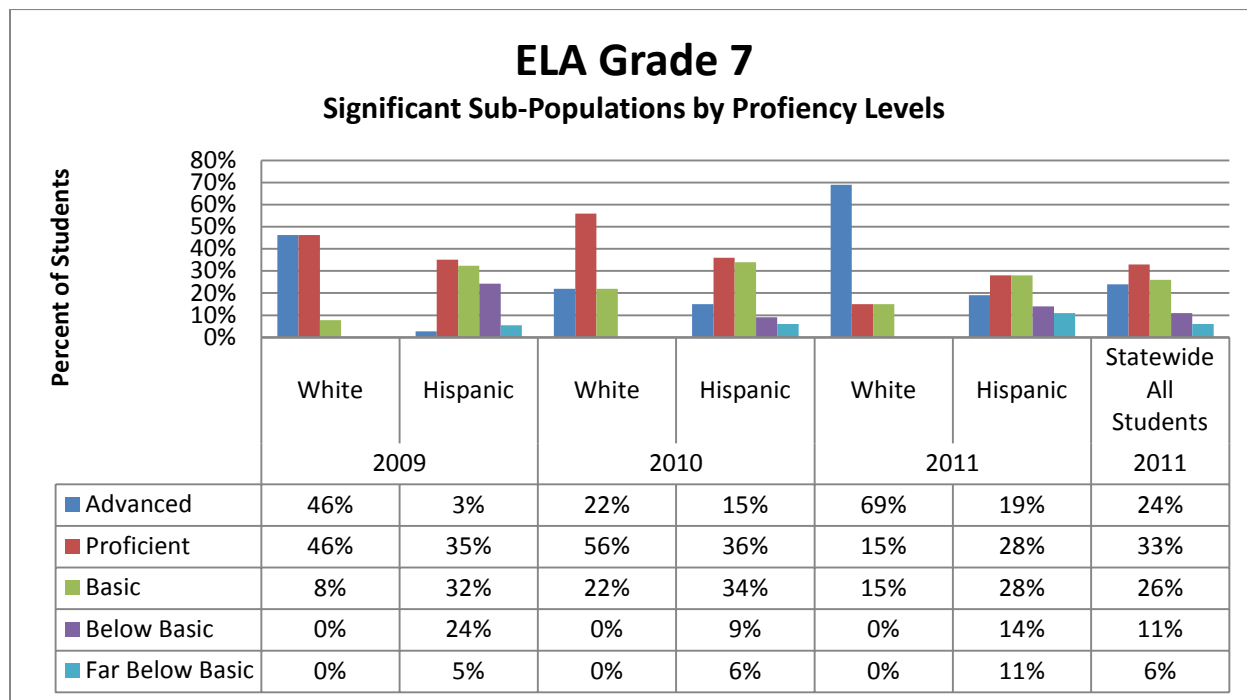
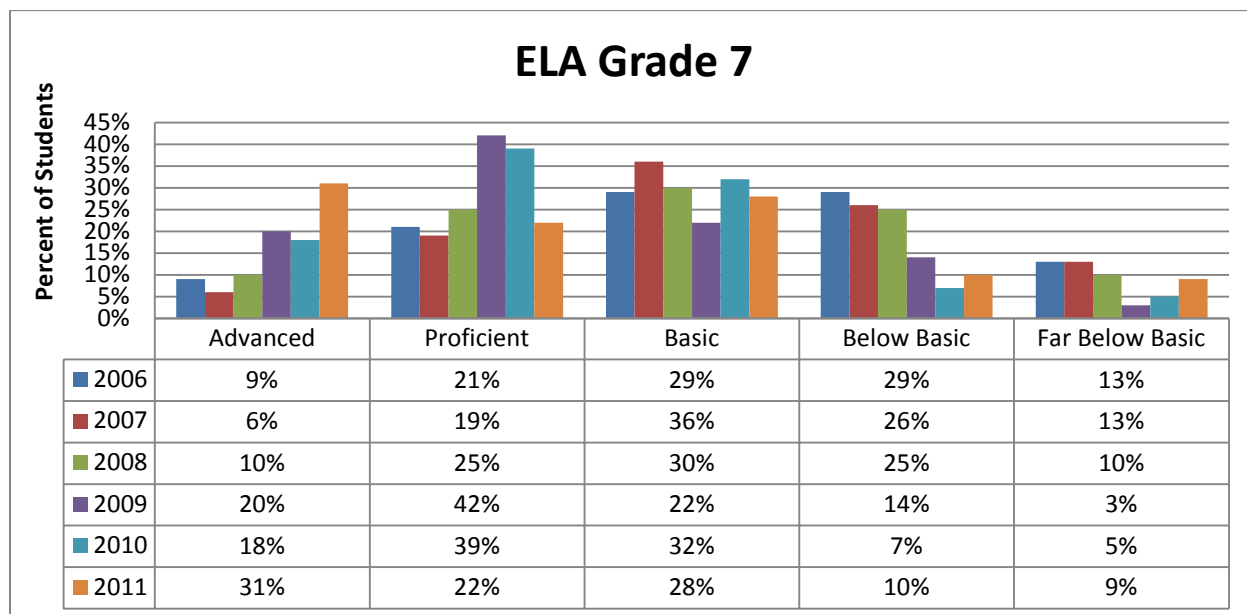


Mathematics Proficient & Advanced by Subject & Sub-Population												
	White			Hispanic			English Learner			SED		
	2005	2011	+/-	2005	2011	+/-	2005	2011	+/-	2005	2011	+/-
Alg I	44%	24%	-20%	14%	18%	4%	10%	15%	5%	13%	20%	7%
Geo	54%	26%	-28%	8%	9%	1%	(6)*	0%	N/A	(8)*	9%	N/A
Alg II	36%	31%	-5%	(0)*	13%	N/A	(1)*	(5)*	N/A	(4)*	17%	N/A
HS Math	(10)*	50%	N/A	(0)*	14%	N/A	N/A	(1)*	N/A	N/A	(7)*	N/A

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

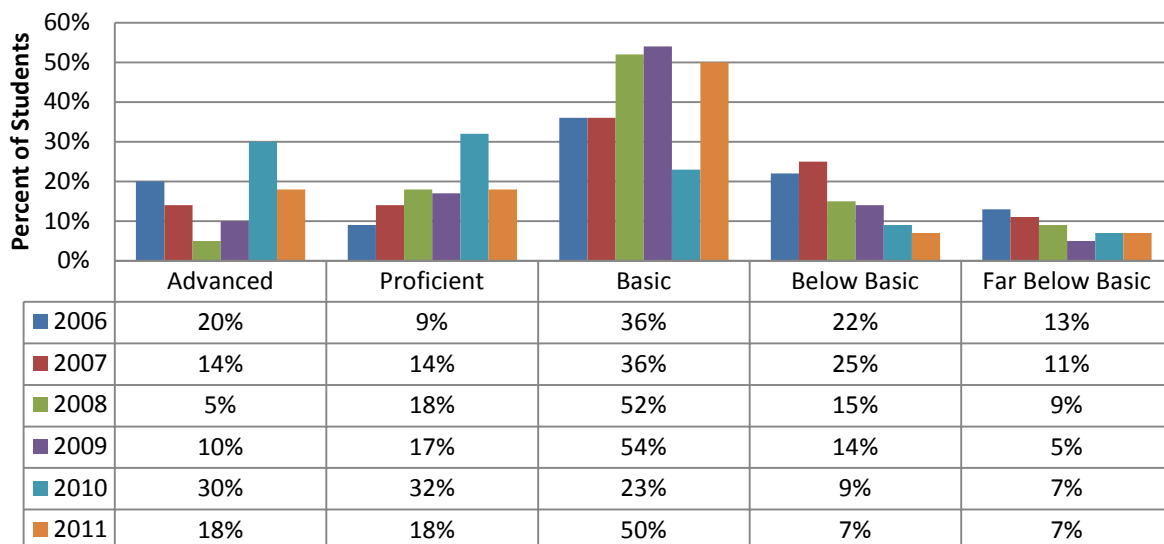
Findings: Our math proficiency levels have remained consistent for the past six years. In line with our goal of decreasing the number of students requiring strategic or intensive support, there has been a decrease in the percentage of students scoring at the below basic and far below basic levels, and an increase in the percentage of students scoring at the basic level.

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



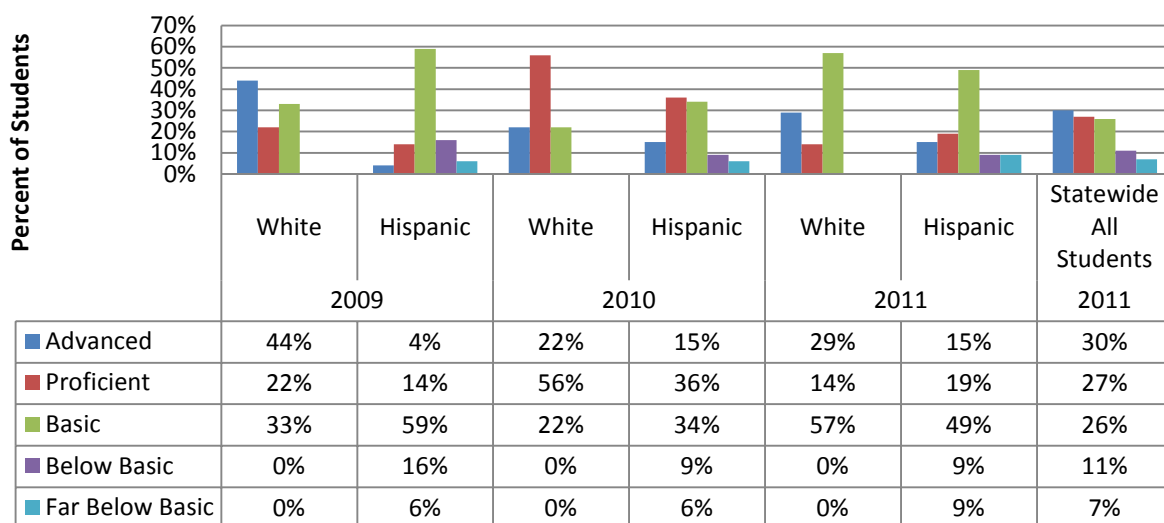
Findings: The percentage of students scoring **advanced** has increased, while the number of students scoring **far below basic** and **below basic** has decreased. Although the achievement gap has improved over past years, it persists.

ELA Grade 8

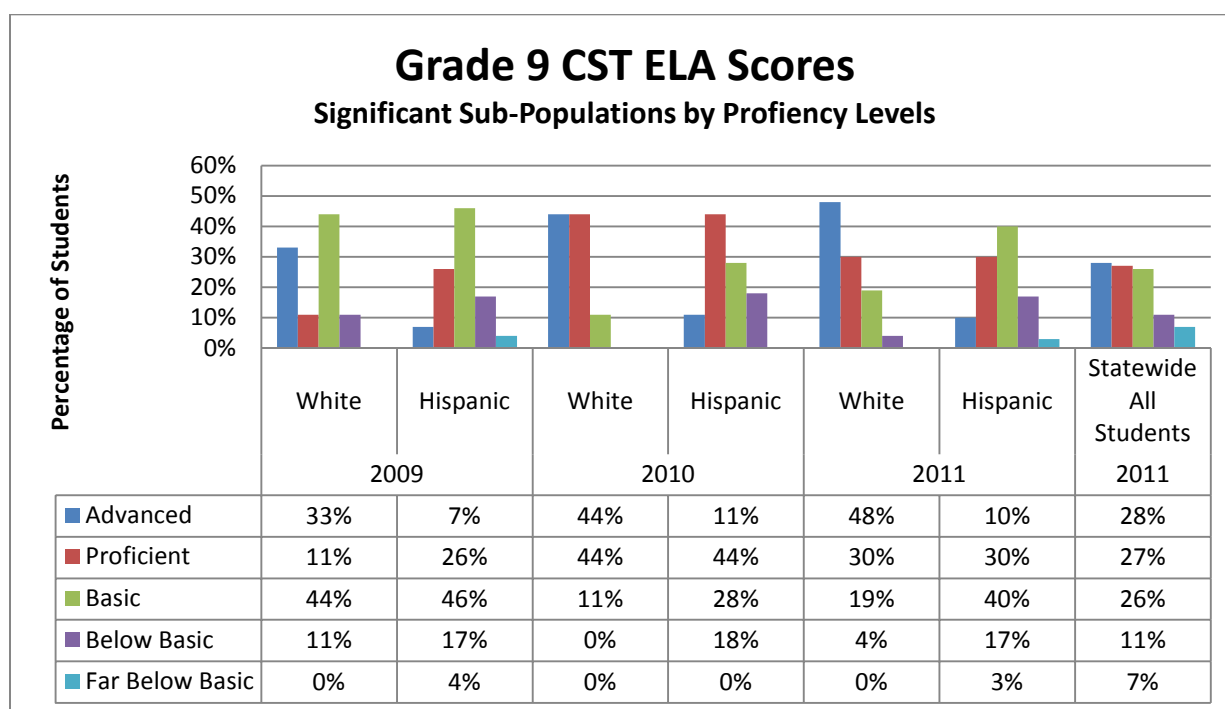
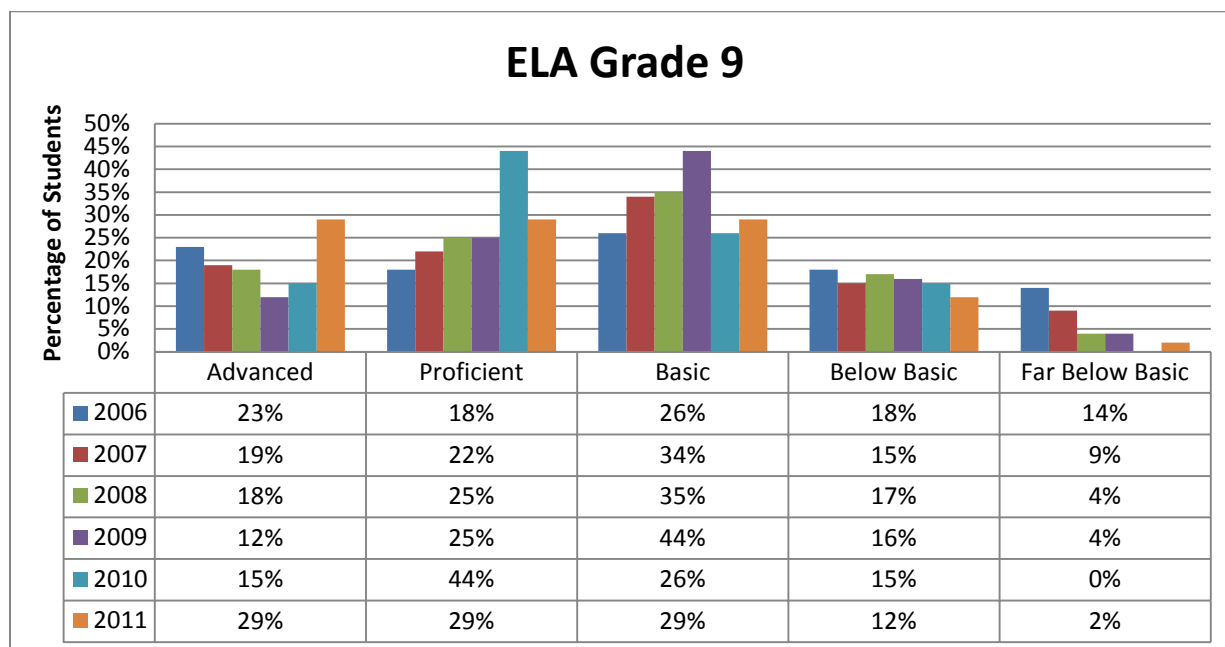


Grade 8 CST ELA Scores

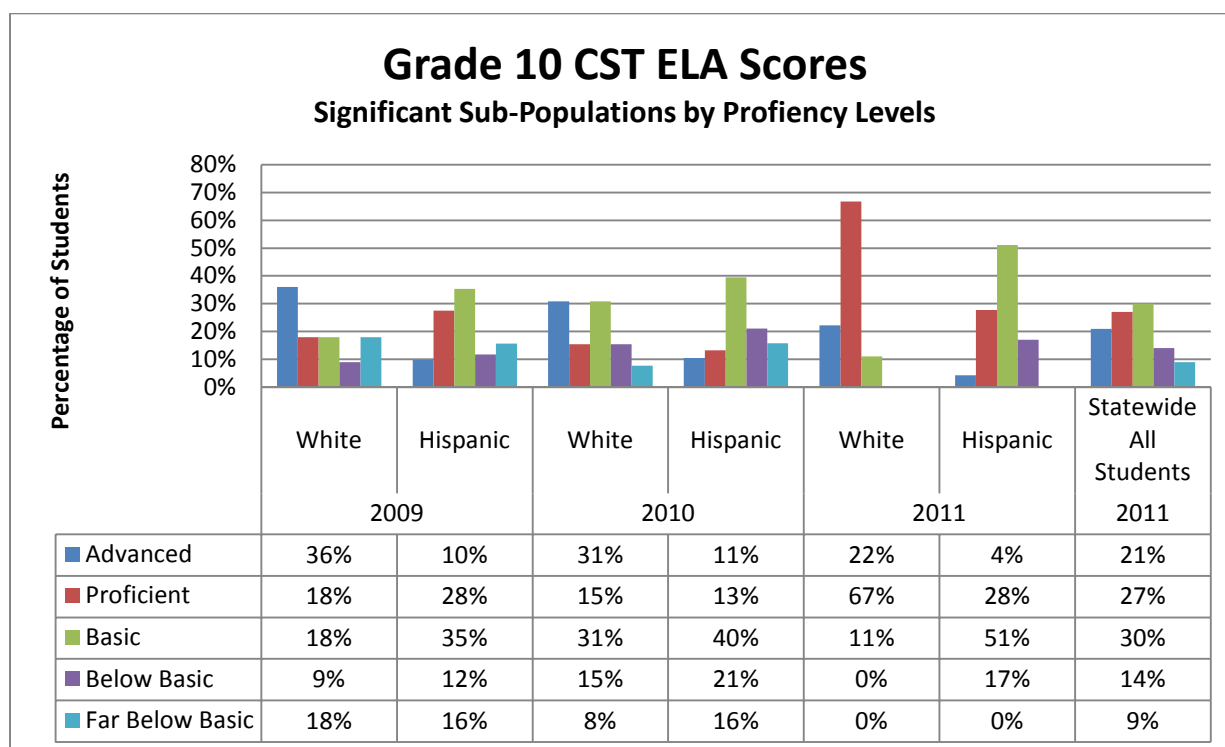
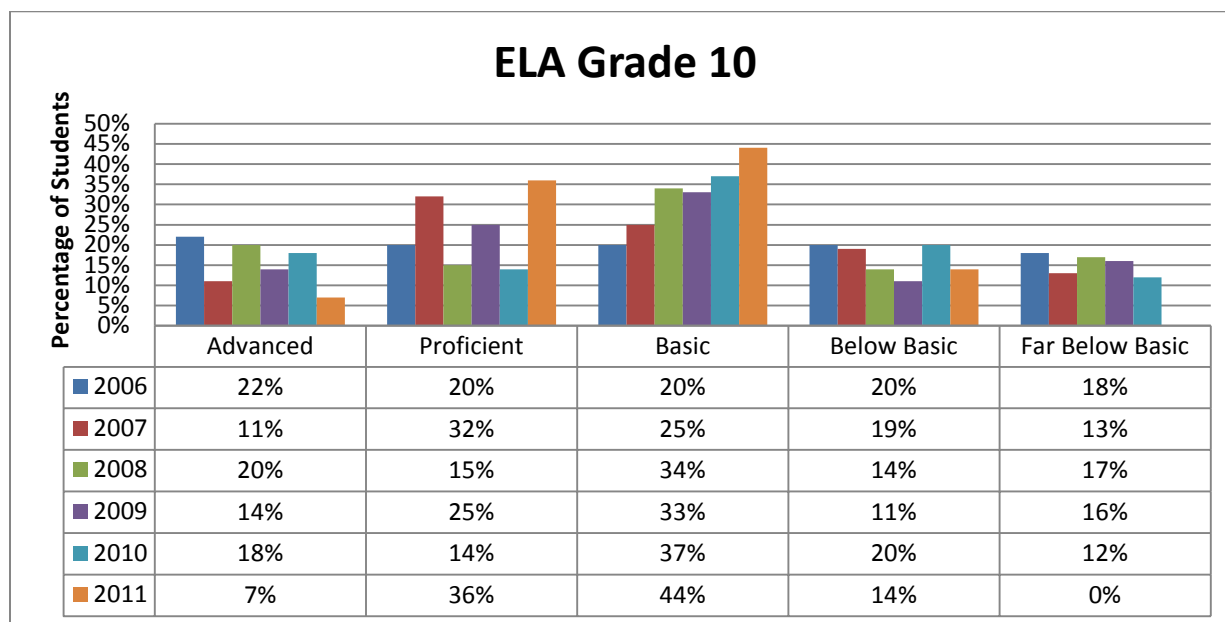
Significant Sub-Populations by Proficiency Levels



Findings: The percentage of students scoring far below basic, and below basic has steadily declined. For 2010 we saw substantial growth in our proficient and advanced levels. The achievement gap continues to narrow in eighth grade ELA.

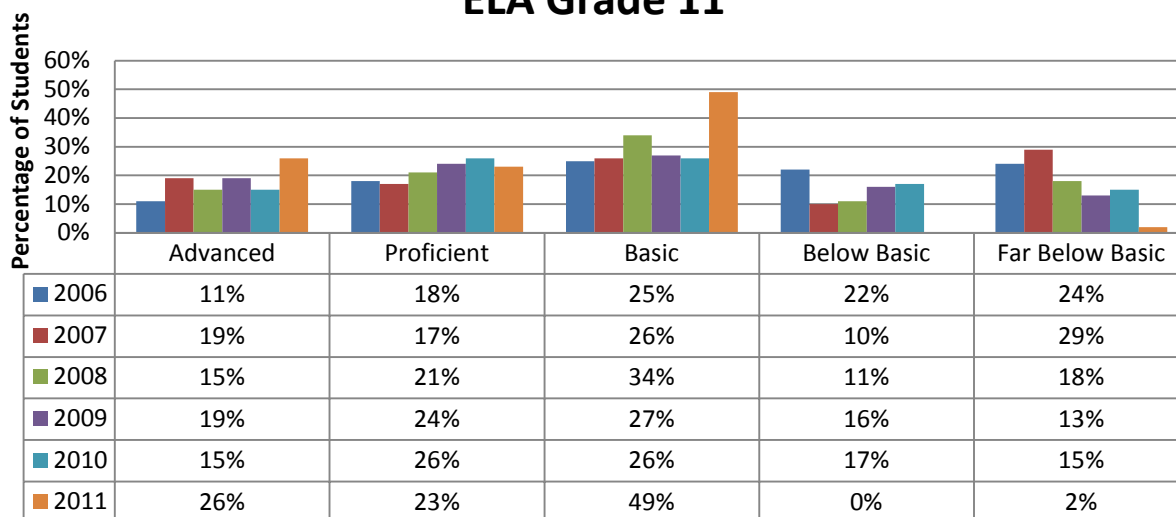


Findings: There has been a steady increase in the number of students scoring proficient and advanced, and a steady decrease in the number of students scoring below basic and far below basic. The achievement gap has been closed at the proficient level, and there are still more Hispanic/Latino students scoring basic and below basic than white students.

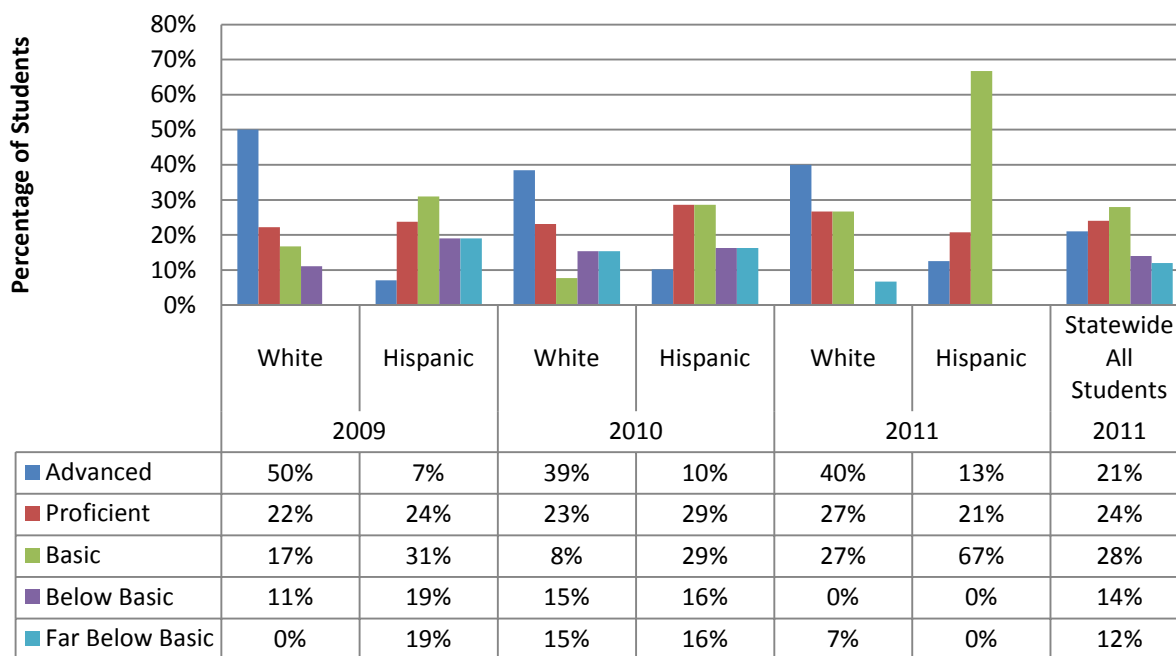


Findings: In 2006 the students were equally distributed across all proficiency levels. While we have lost students at the advanced level, we have brought a large percentage of students into the basic and proficient categories, and virtually eliminated far below basic.

ELA Grade 11

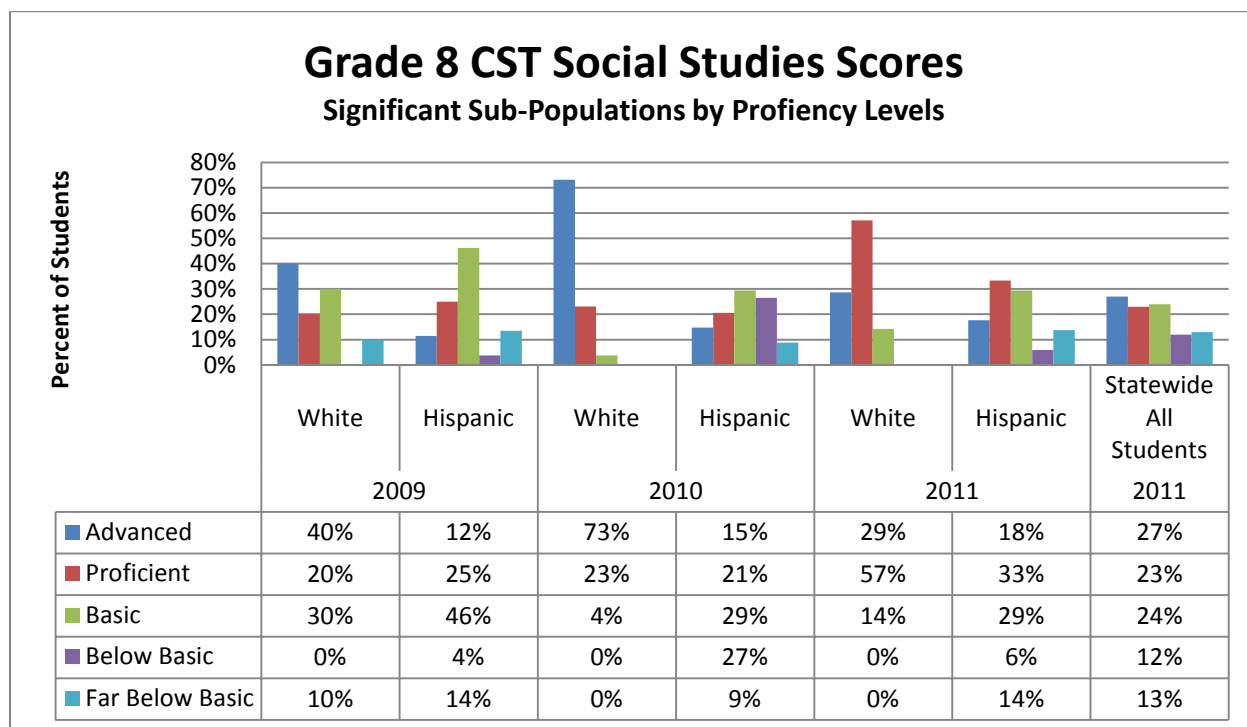
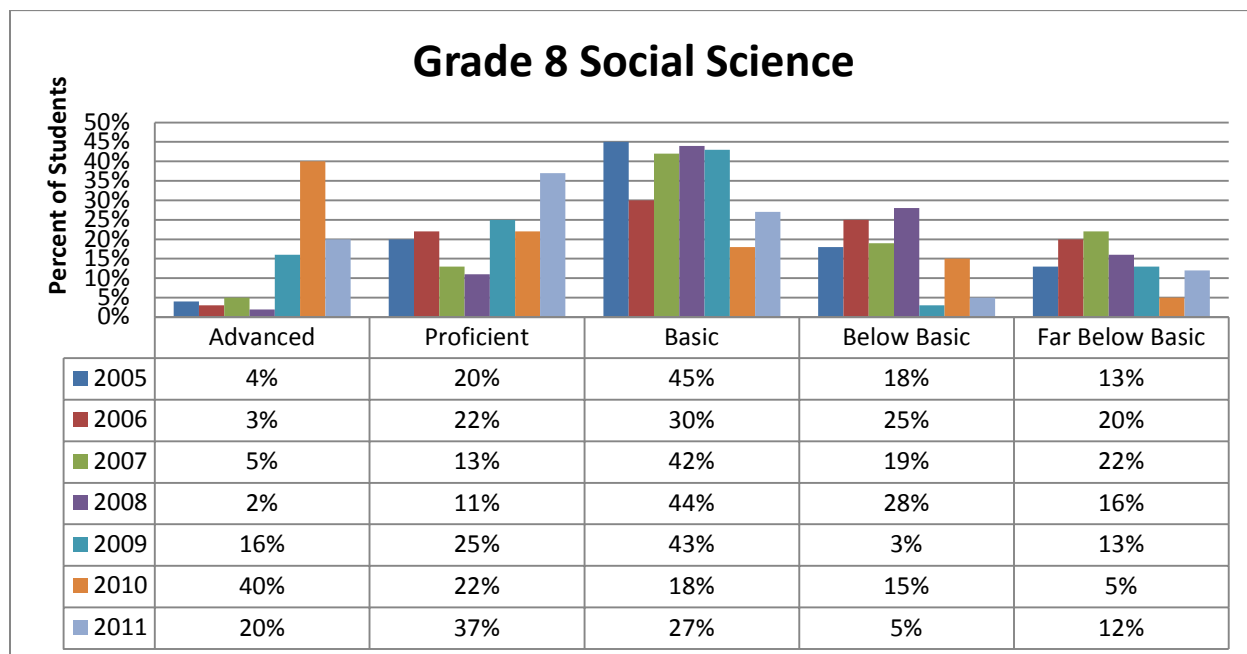


Grade 11 CST ELA Scores Significant Sub-Populations by Proficiency Levels

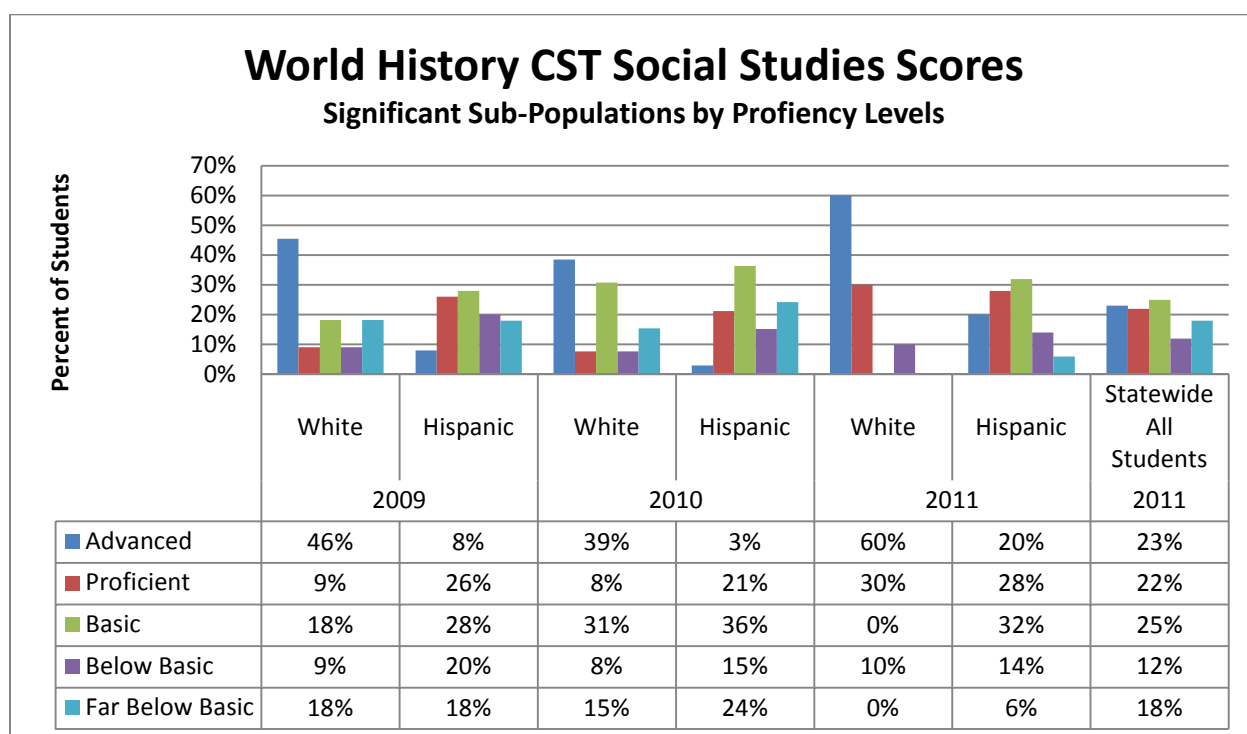
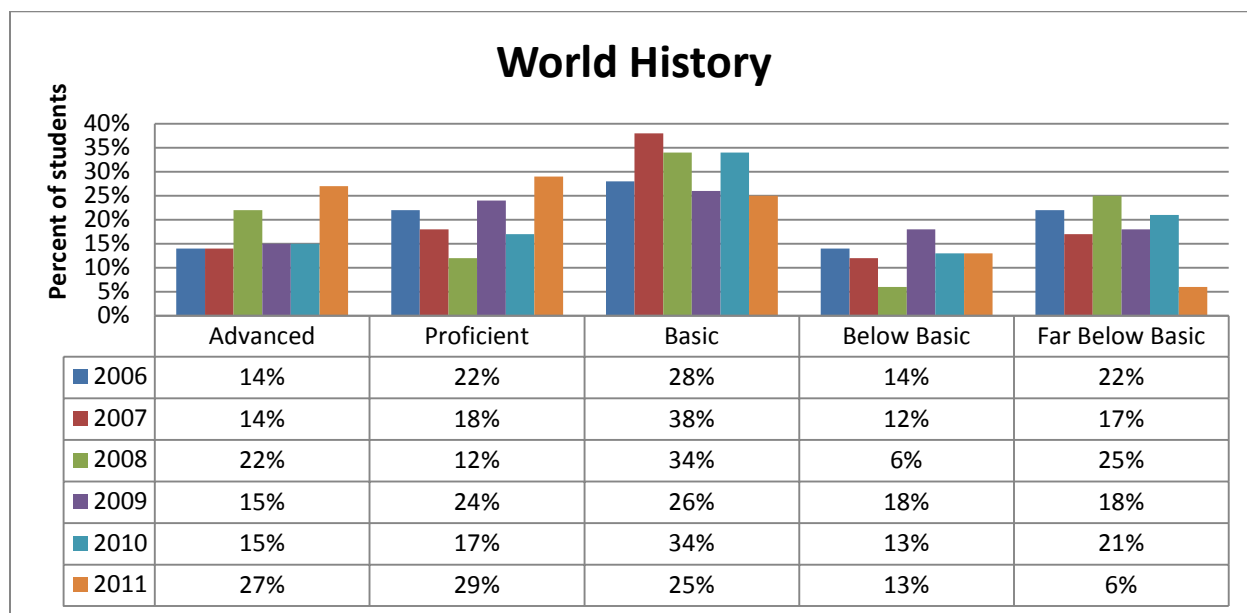


Findings: In 2006, almost 50% of students were scoring at below basic and far below basic levels, and in 2011 only 2% of students scored in this range. With the exception of students scoring advanced, the achievement gap has considerably narrowed.

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

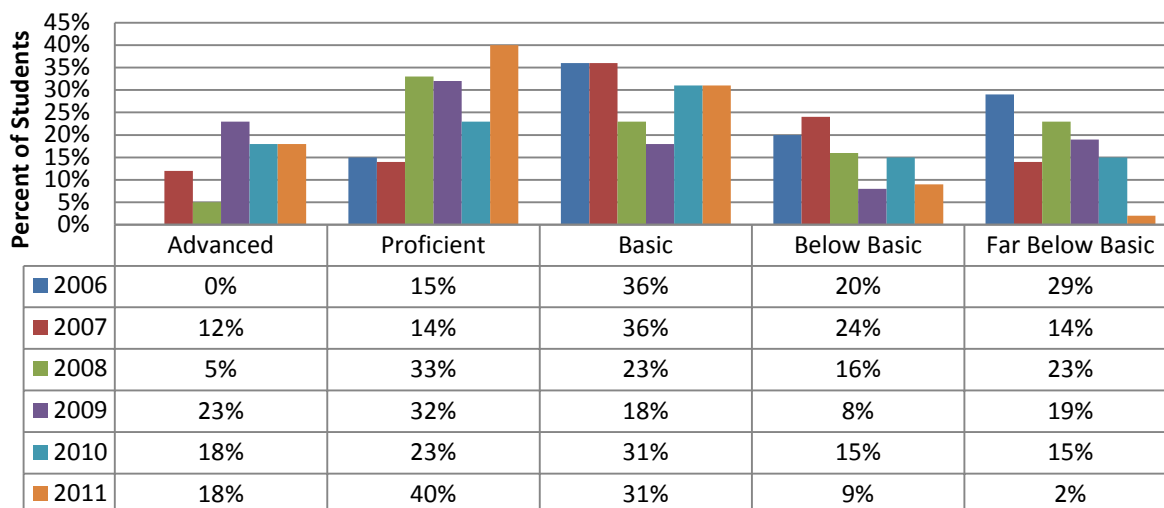


Findings: We have gone from very few students scoring advanced and proficient, to approximately 60% of students scoring proficient or above. Movement from basic to proficient and advanced has been where the majority of improvement has taken place.



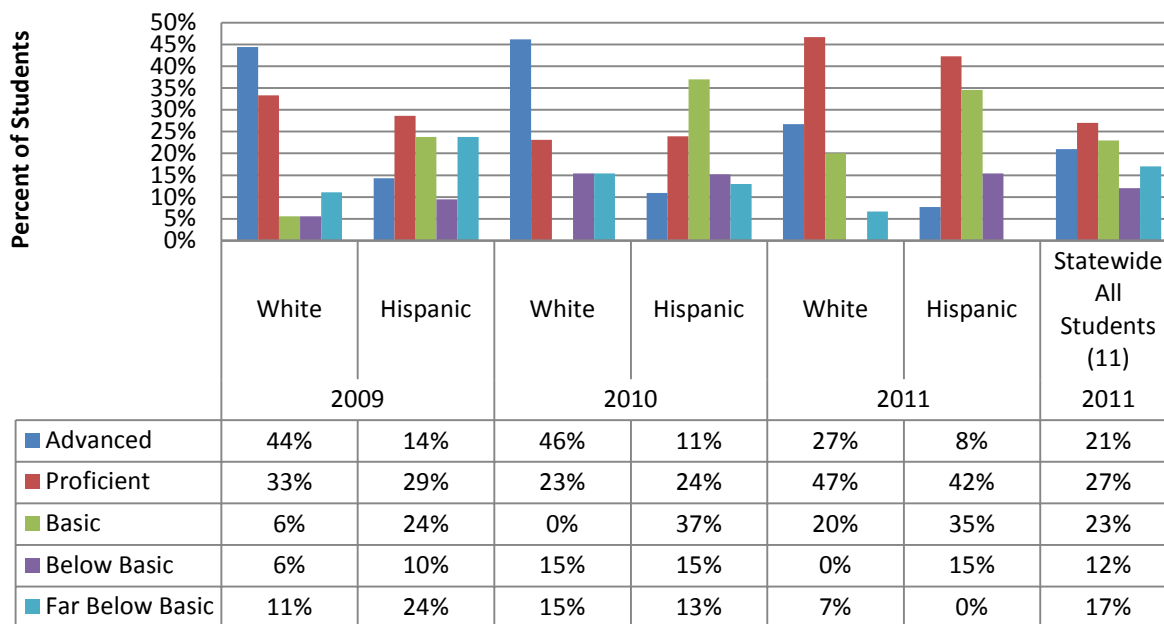
Findings: The trend continues; we have decreased the number of students scoring at below basic and far below basic, and increased the number of students scoring at proficient and advanced. The achievement gap appears to be narrowing, but is still present.

US History



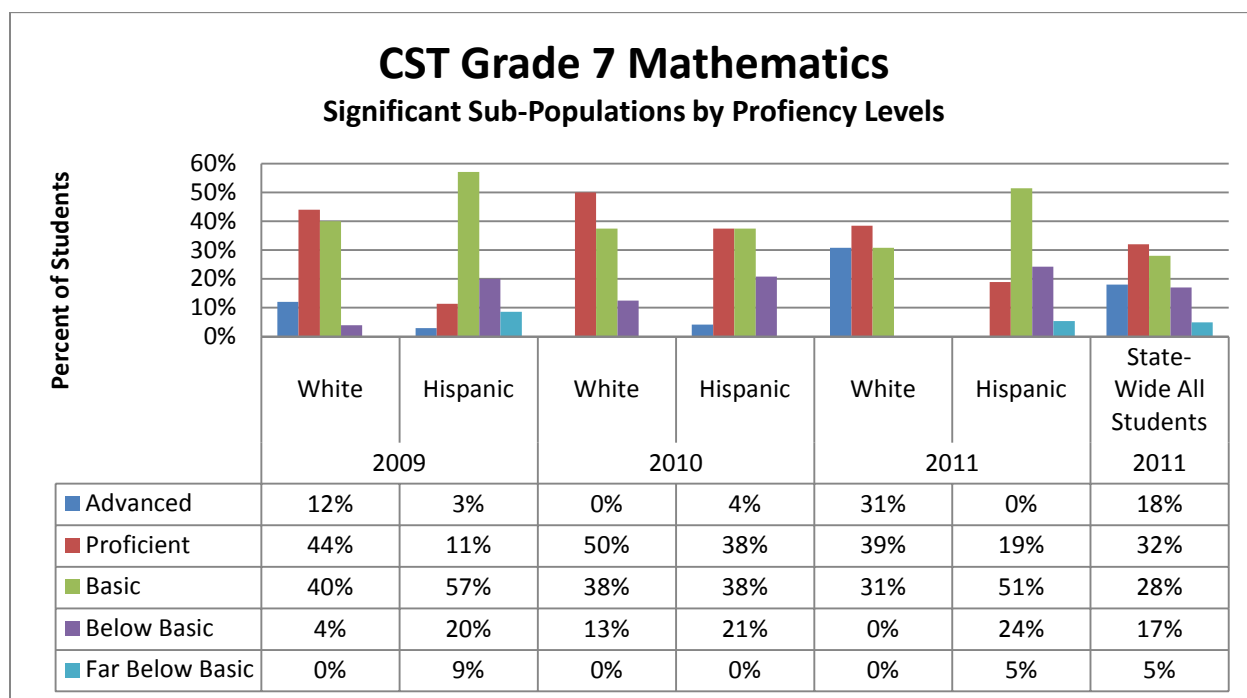
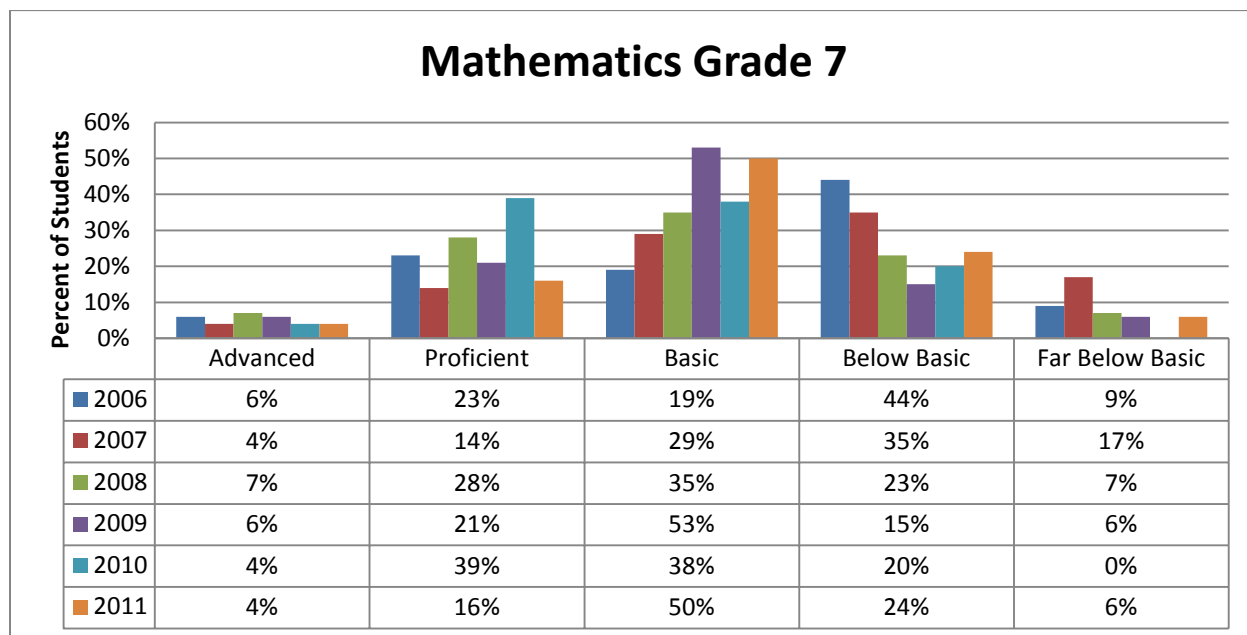
U.S. History CST Social Studies Scores

Significant Sub-Populations by Proficiency Levels



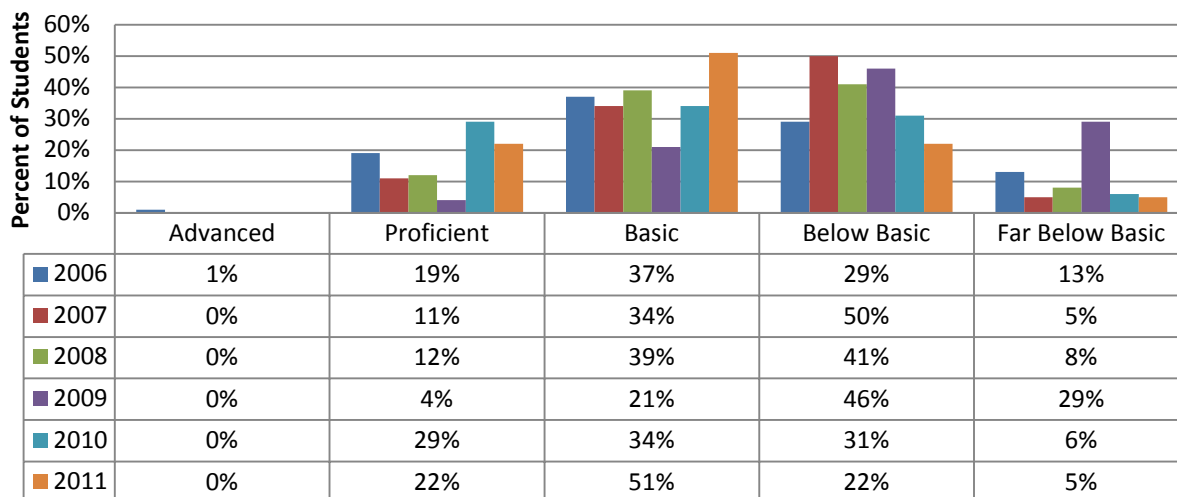
Findings: The trend continues; we have decreased the number of students scoring at below basic and far below basic, and increased the number of students scoring at proficient and advanced. The achievement gap appears to be narrowing, but is still present.

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



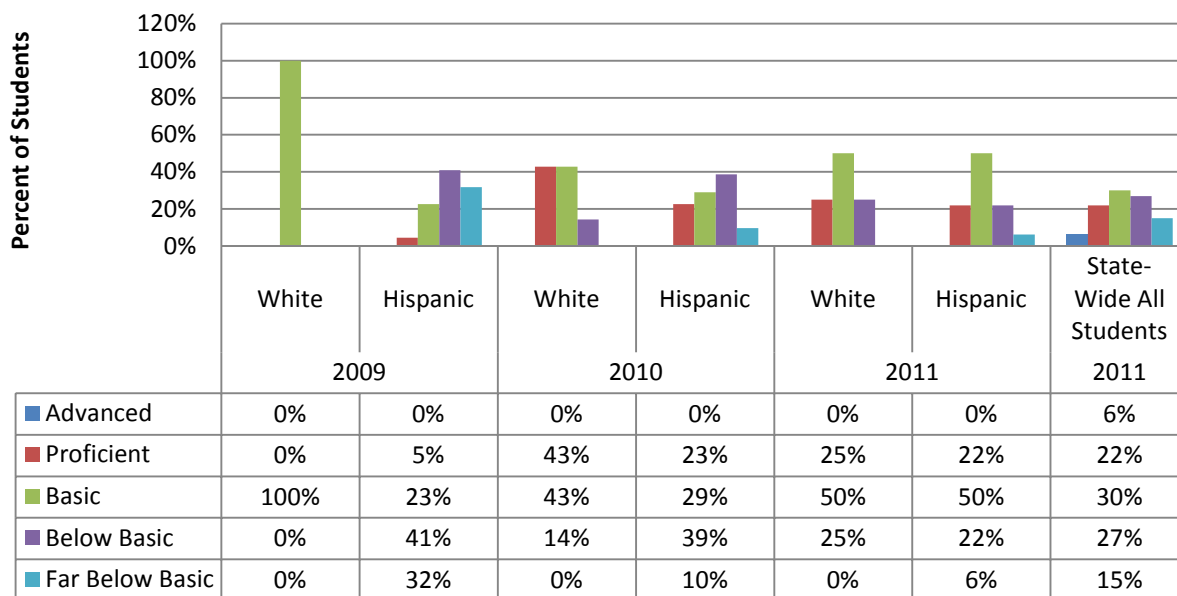
Findings: We are still struggling to move students into the advanced level, but we have decreased the percentage of students scoring below basic, and increased the number of students scoring basic.

General Mathematics

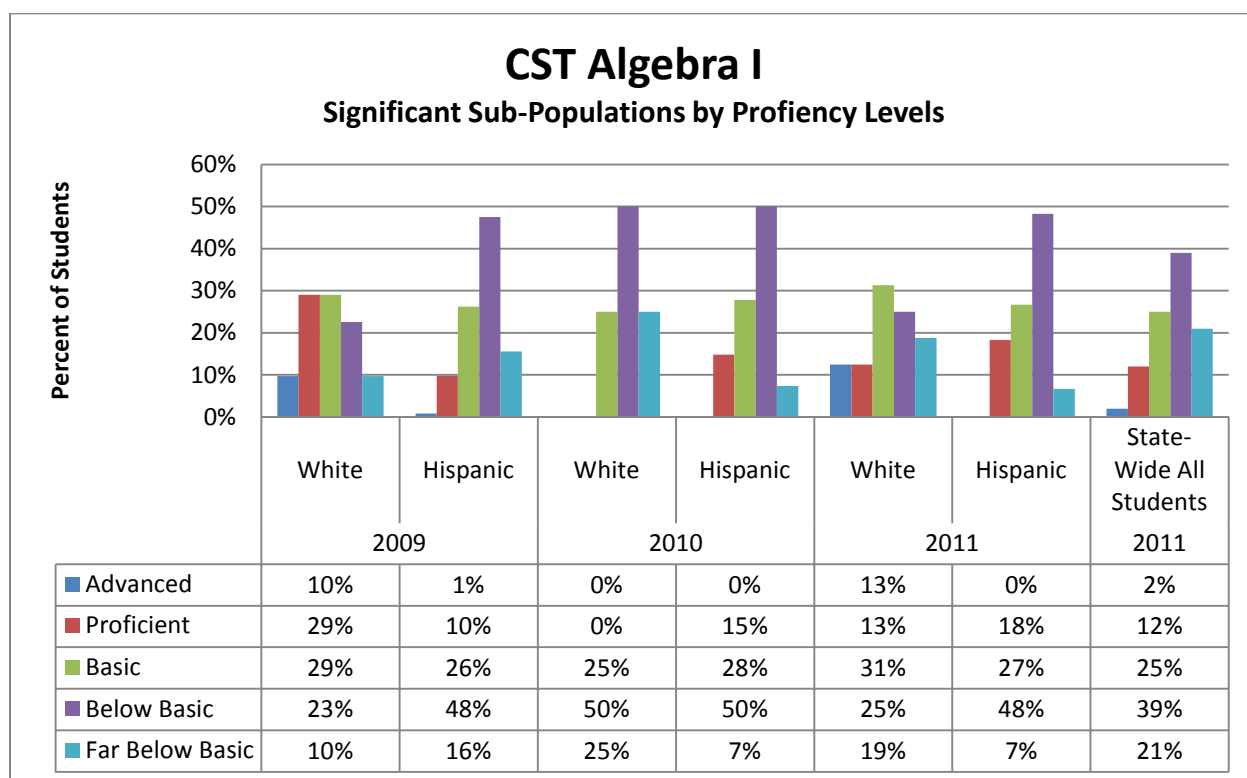
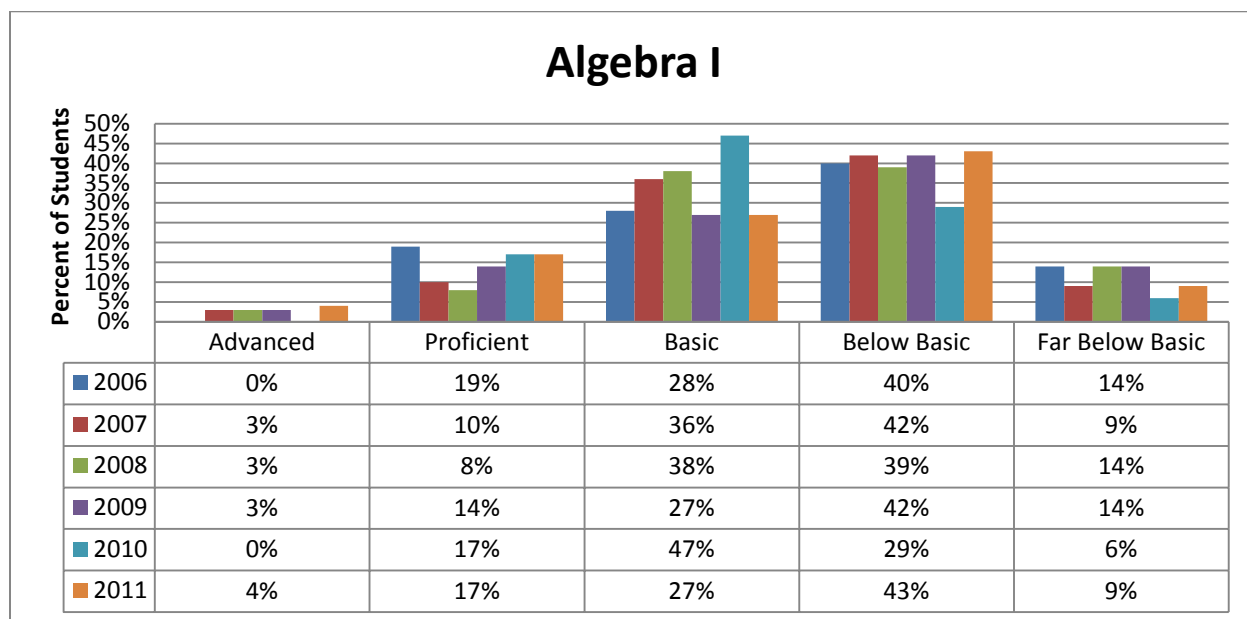


CST General Mathematics

Significant Sub-Populations by Proficiency Levels

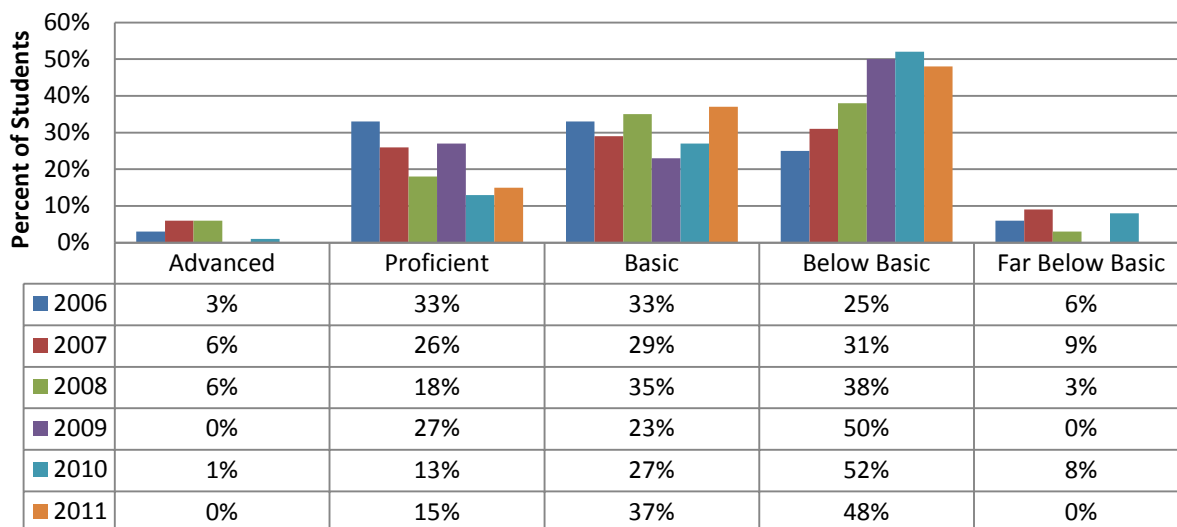


Findings: The trend in mathematics continues; we are still struggling to move students into the advanced level, but we have decreased the percentage of students scoring below basic, and increased the number of students scoring basic. The majority of our eighth graders are enrolled in Algebra 1, therefore the numbers of students tested in general mathematics is small. The small numbers create skewed data and it is difficult to draw conclusions regarding the achievement gap.



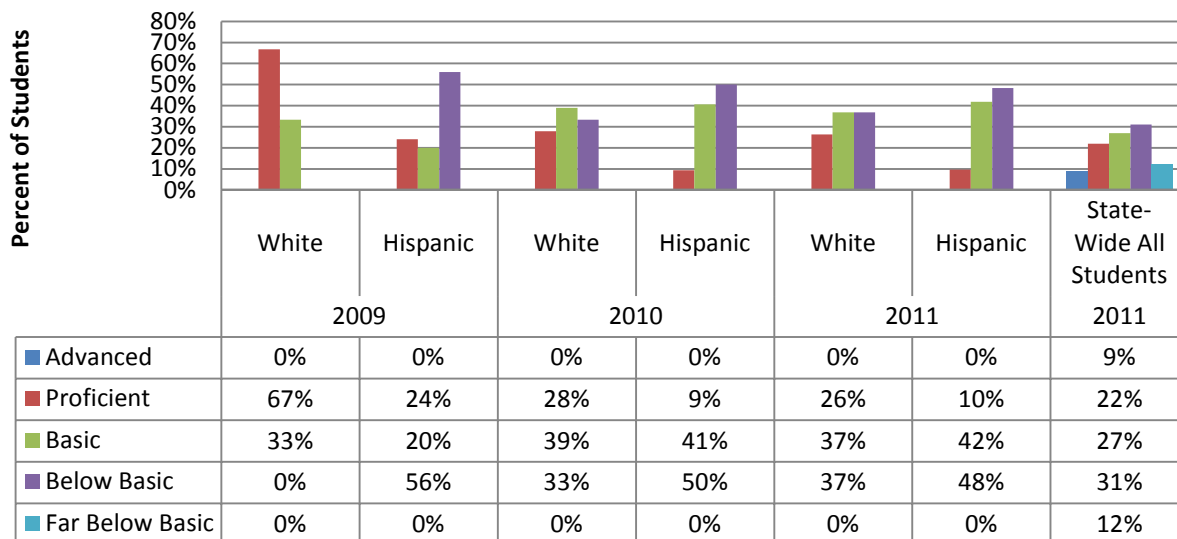
Findings: The numbers remain relatively unchanged during the six year period studied. There has been a minimal increase in students scoring advanced and below basic, and a minimal decrease in students scoring far below basic. The Hispanic/Latino subgroup out-performed the white sub-group in 2010 in both Algebra 1 and 7th grade mathematics.

Geometry

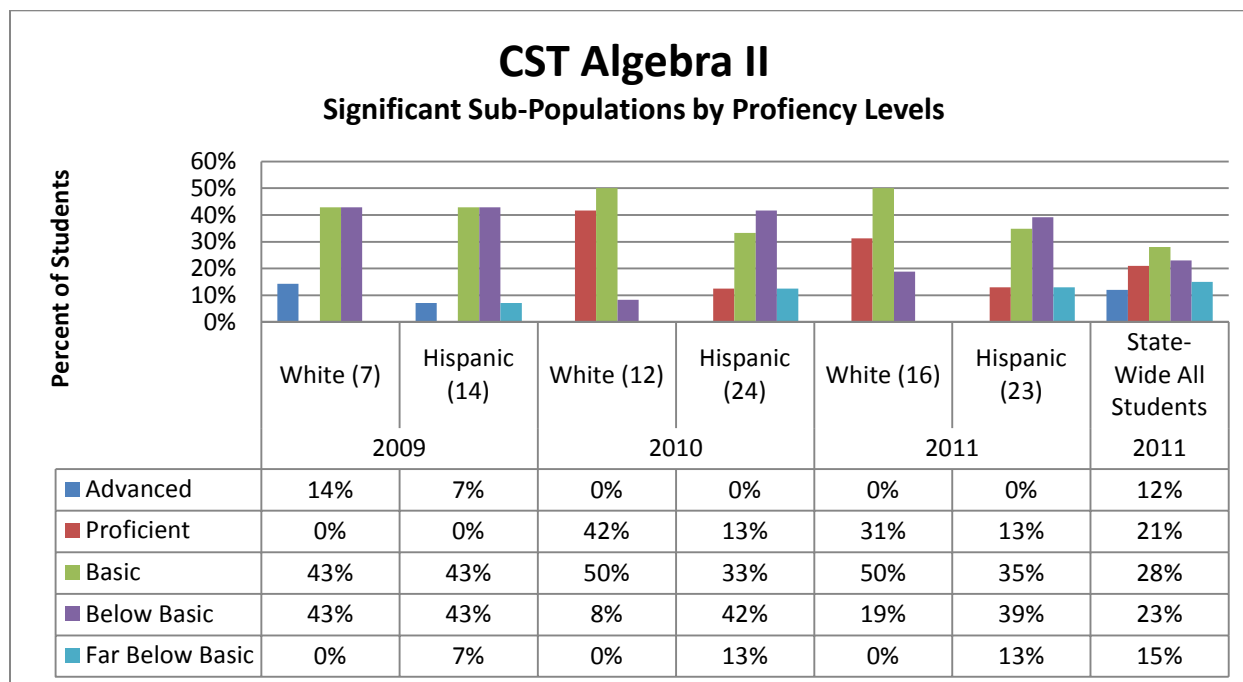
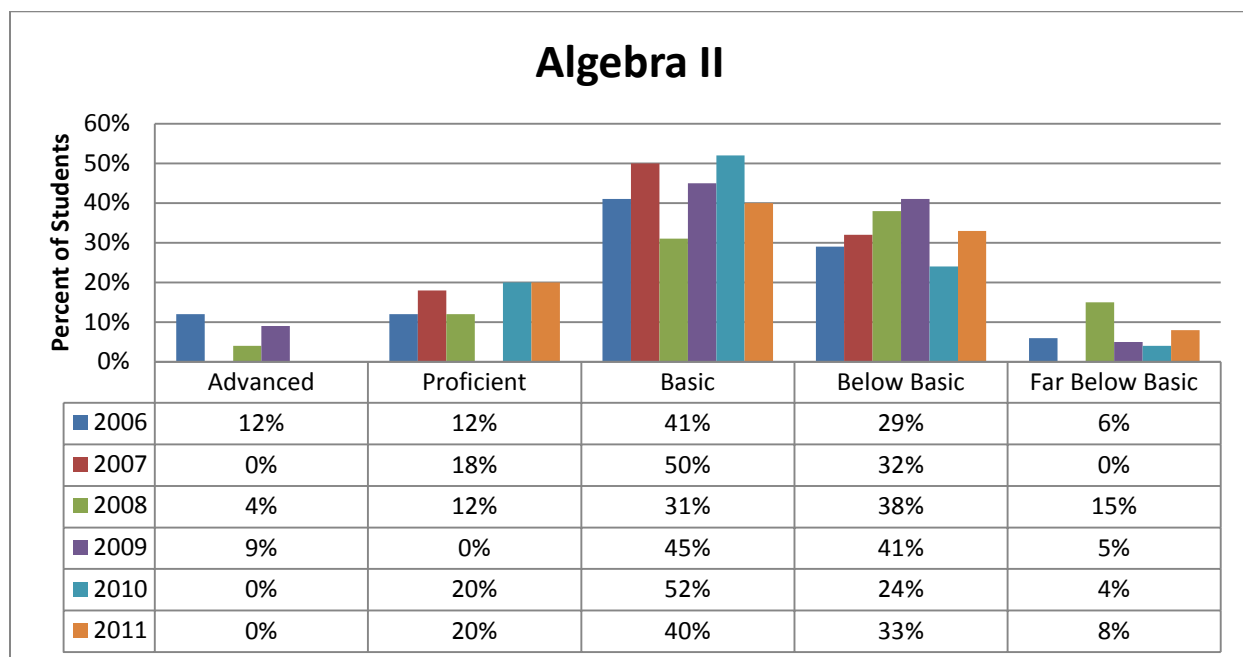


CST Geometry

Significant Sub-Populations by Proficiency Levels



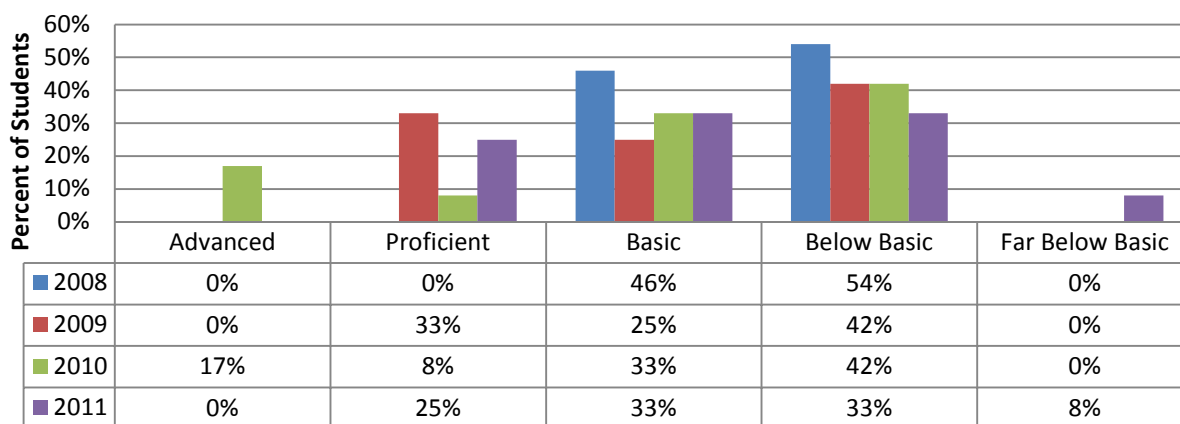
Findings: The trend in mathematics continues; we are still struggling to move students into the advanced level. The major difference in geometry is that we have a large increase in students scoring below basic, and a decrease in students scoring proficient. This coincides with the addition of a “core geometry” class for students who are not yet ready for the full geometry class, and prior to 2010 would have not enrolled in a math course beyond Algebra.



Findings: The trend in mathematics continues; we are still struggling to move students into the advanced level, however, with Algebra II we have seen an increase at the proficient level.

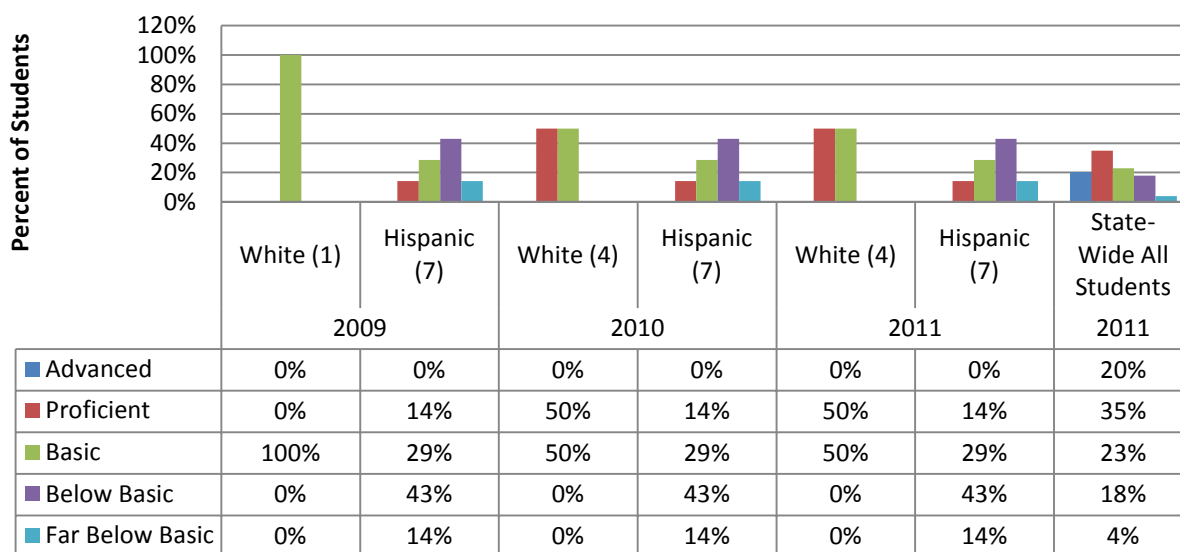
Summative High School Mathematics

(10 or fewer students for 2006 and 2007)



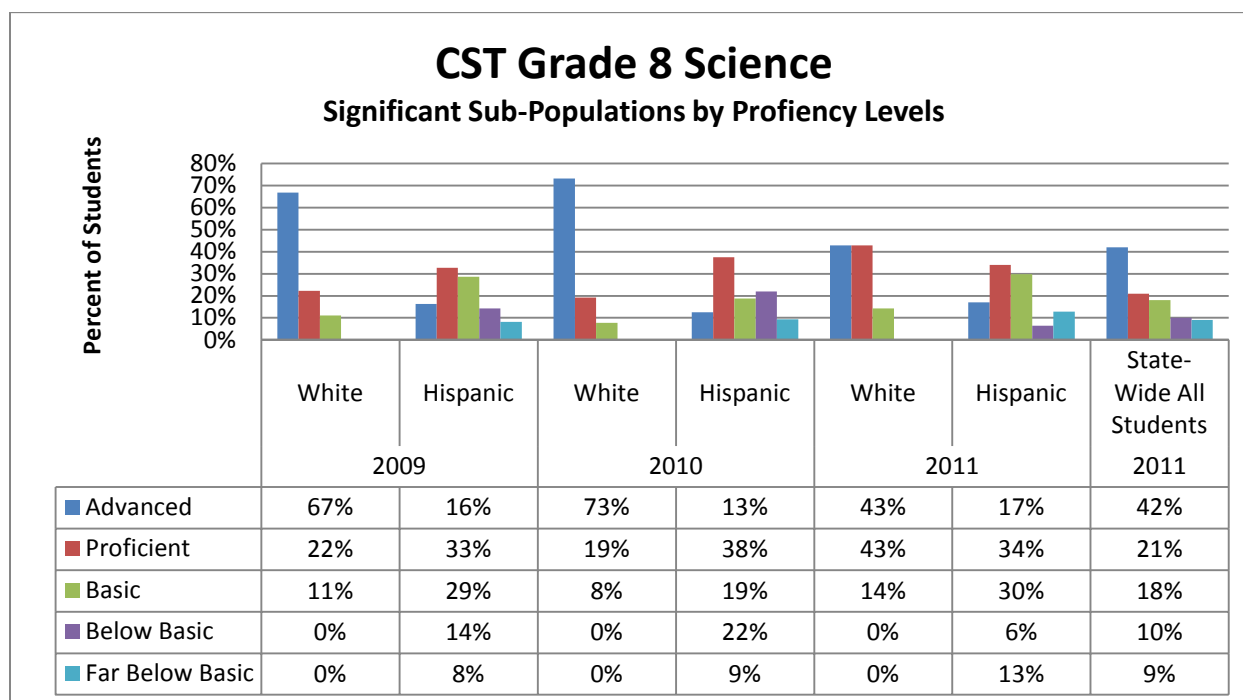
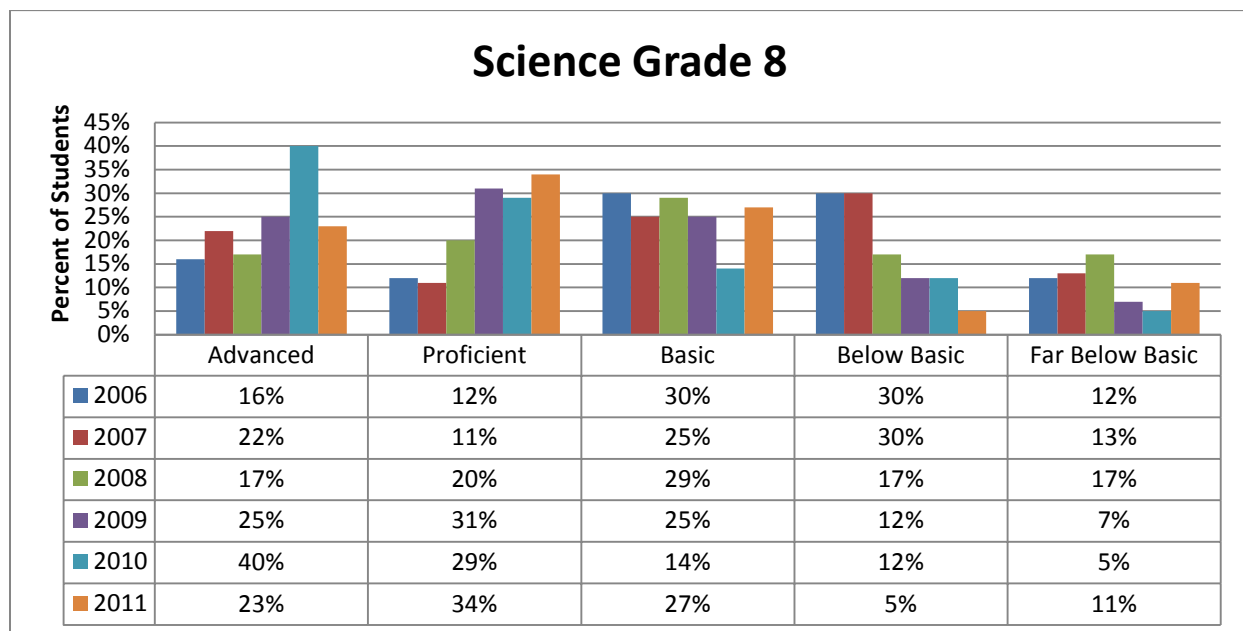
CST Summative Mathematics

Significant Sub-Populations by Proficiency Levels



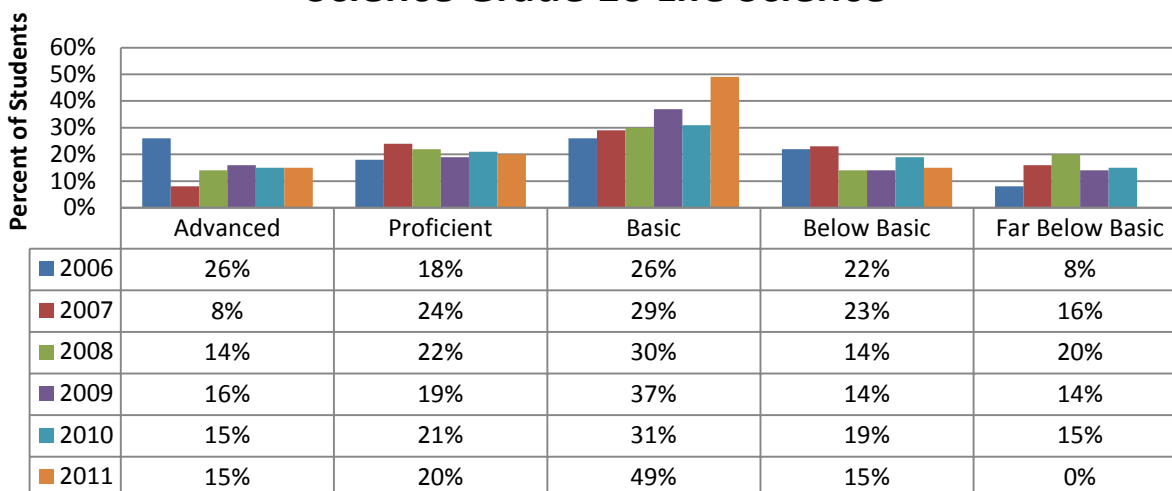
Findings: Too few students tested in Summative Math to draw meaningful conclusions from the data, however for the academic year 2011-2012 we have experienced a 336% increase in the number of students who will be taking the summative high school math CST exam.

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



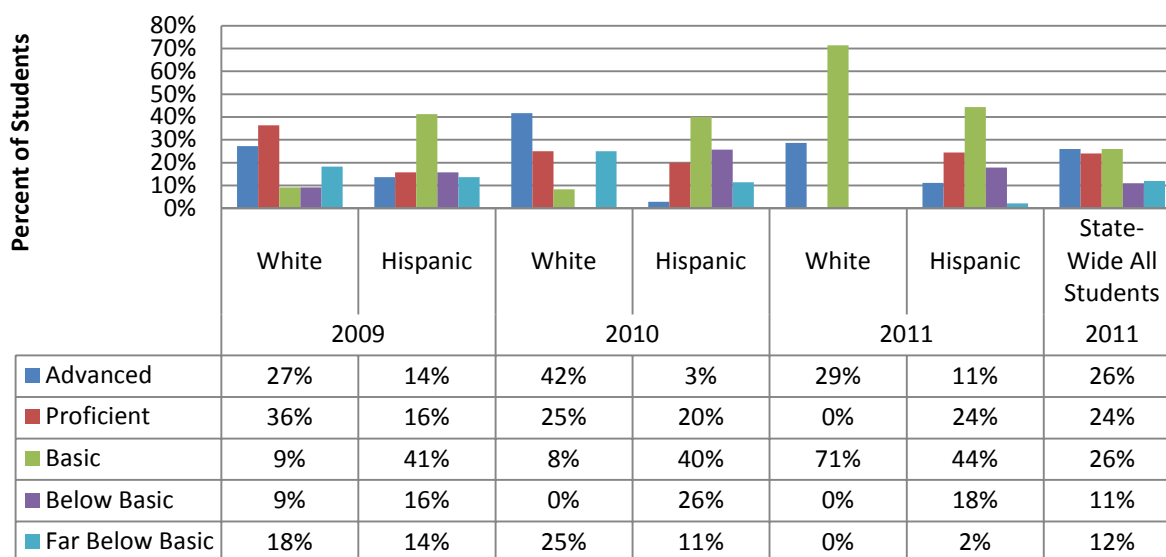
Findings: We are extremely pleased with our eighth grade science results. We have experienced extensive movement from the far below basic to proficient and advanced levels. However, we continue to work towards closing the achievement gap.

Science Grade 10 Life Science

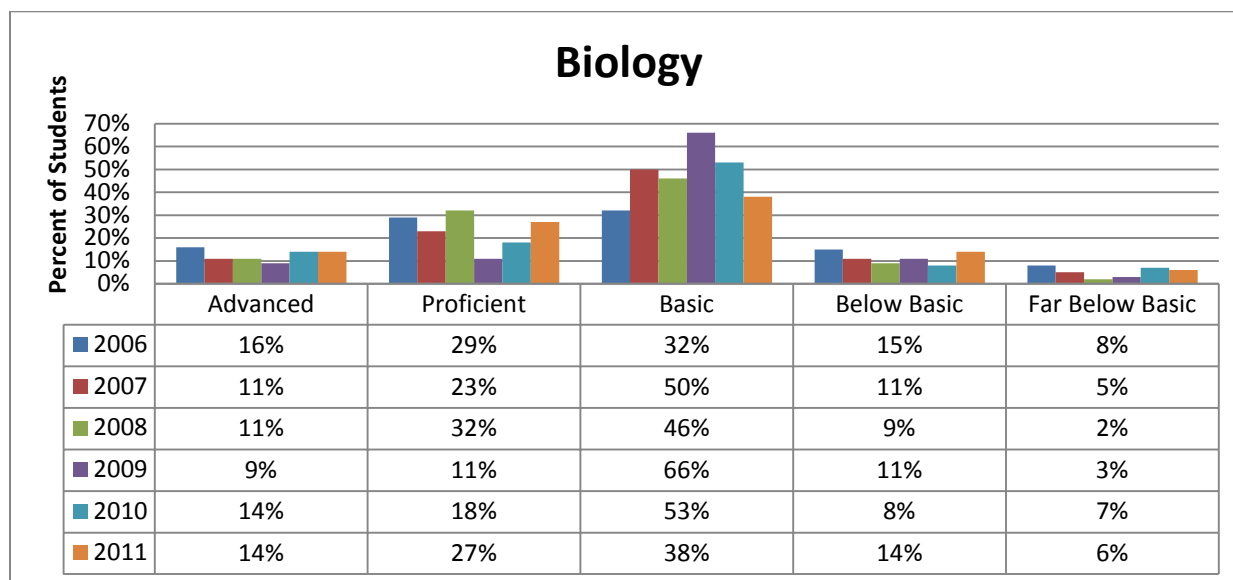


CST Grade 10 Life Science

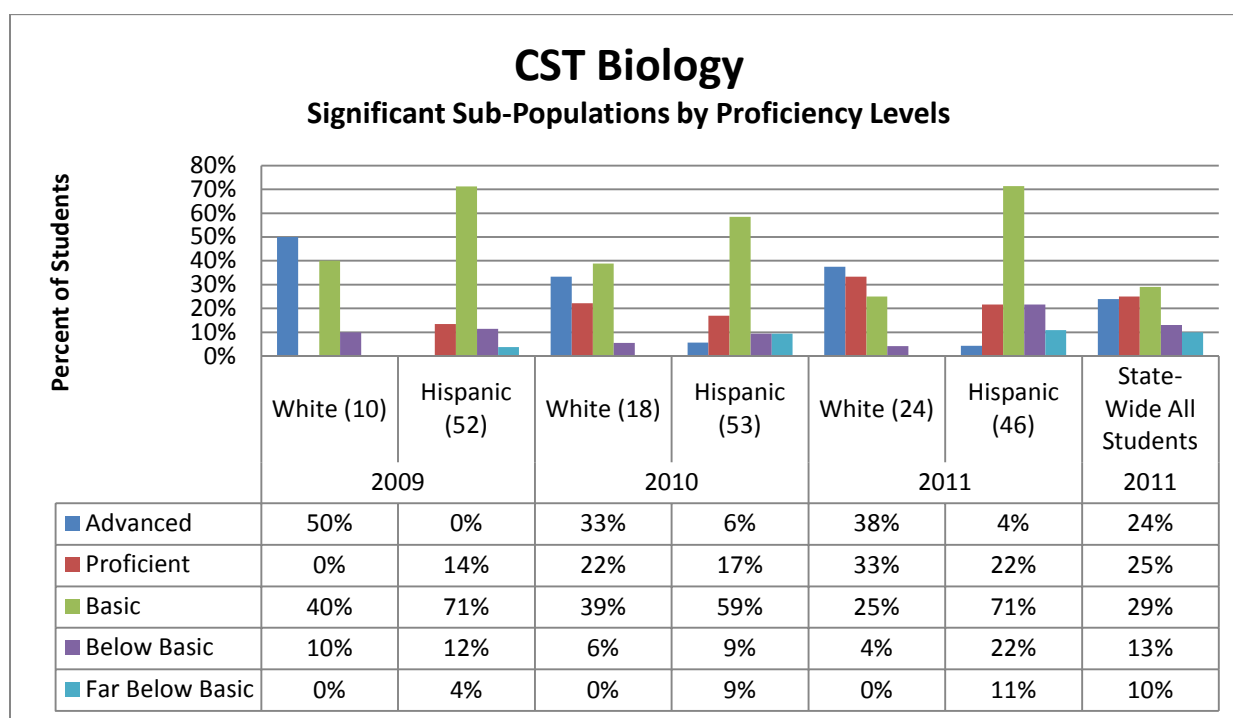
Significant Sub-Populations by Proficiency Levels



Findings: There has been an overall decrease in the percentage of students scoring far below basic, and an increase in students scoring basic. Our next steps are intended to move students from basic to proficient and advanced.

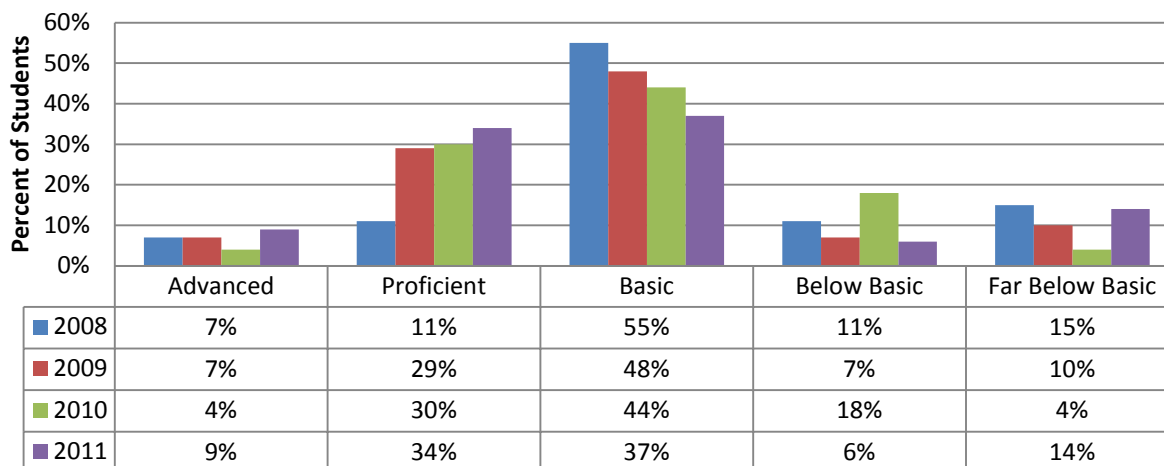


Number of Students Tested—2006 (62), 2007 (56), 2008 (65), 2009 (64), 2010 (72), 2011 (78)



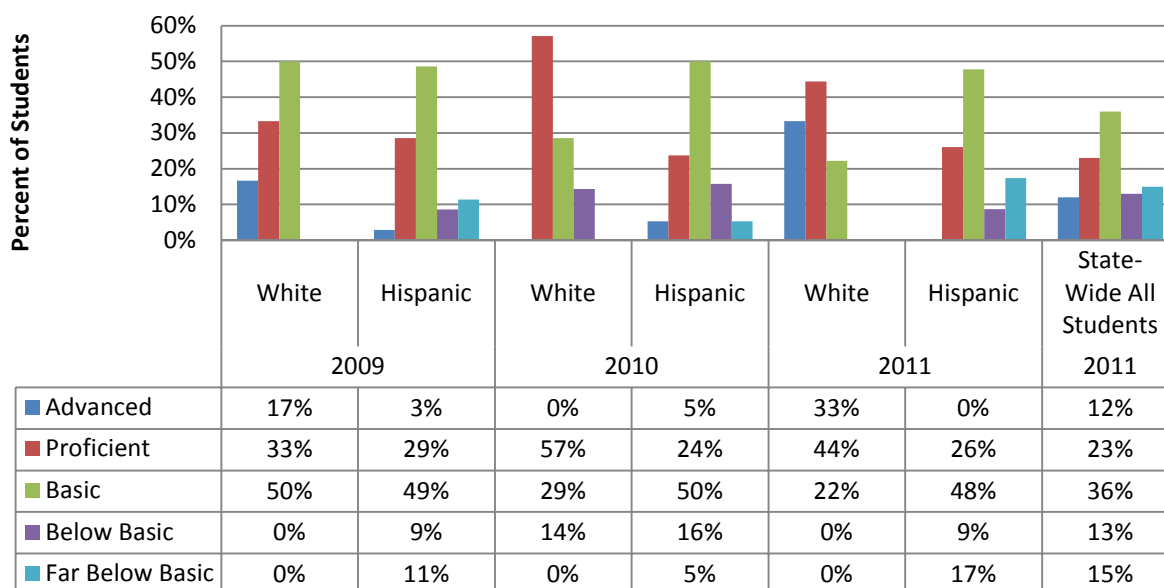
Findings: The majority of biology students have scored in the basic level for the past four years. There have been slight increases in the number of students scoring proficient or advanced within the last three years.

Earth Science

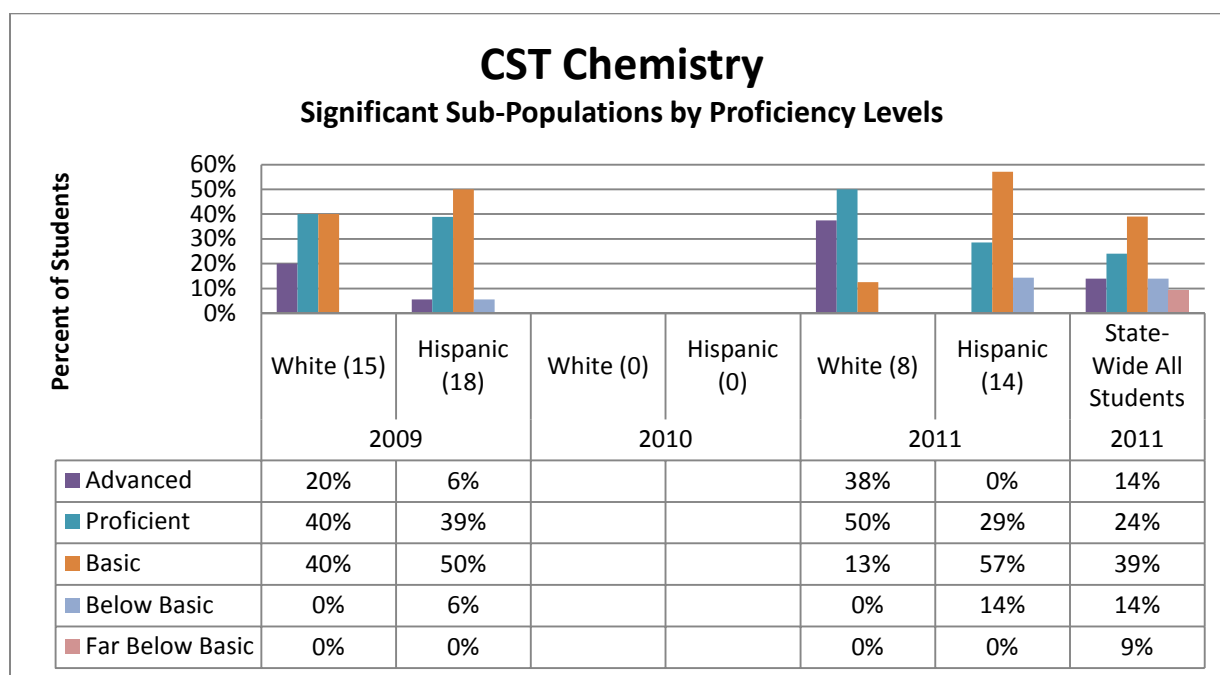
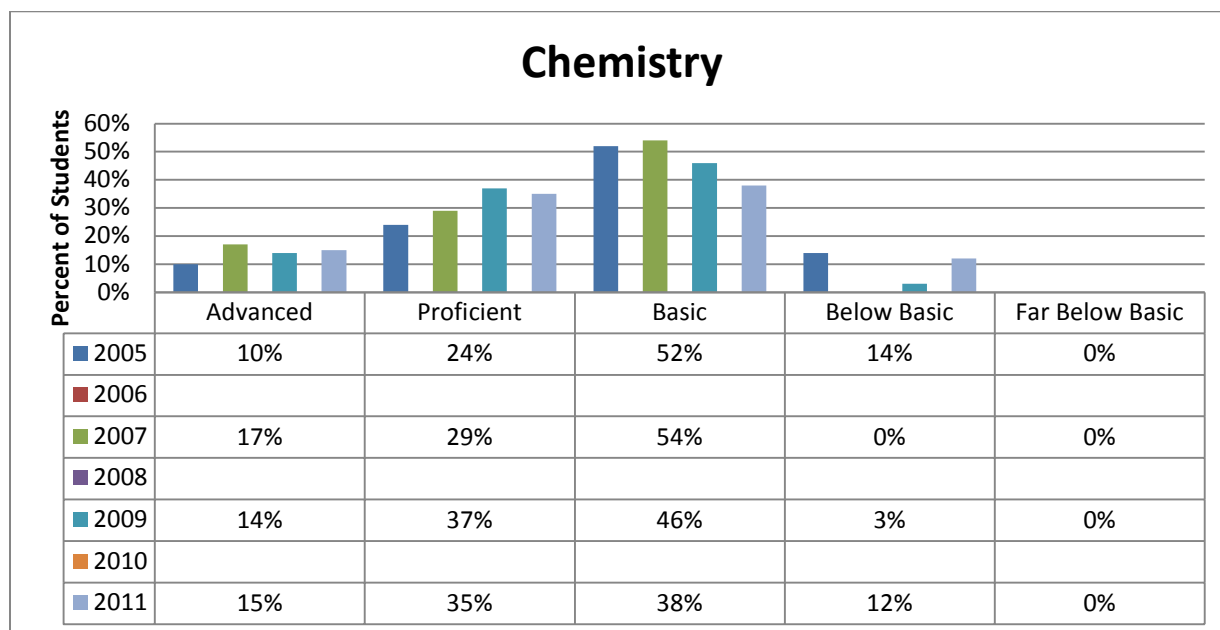


CST Earth Science

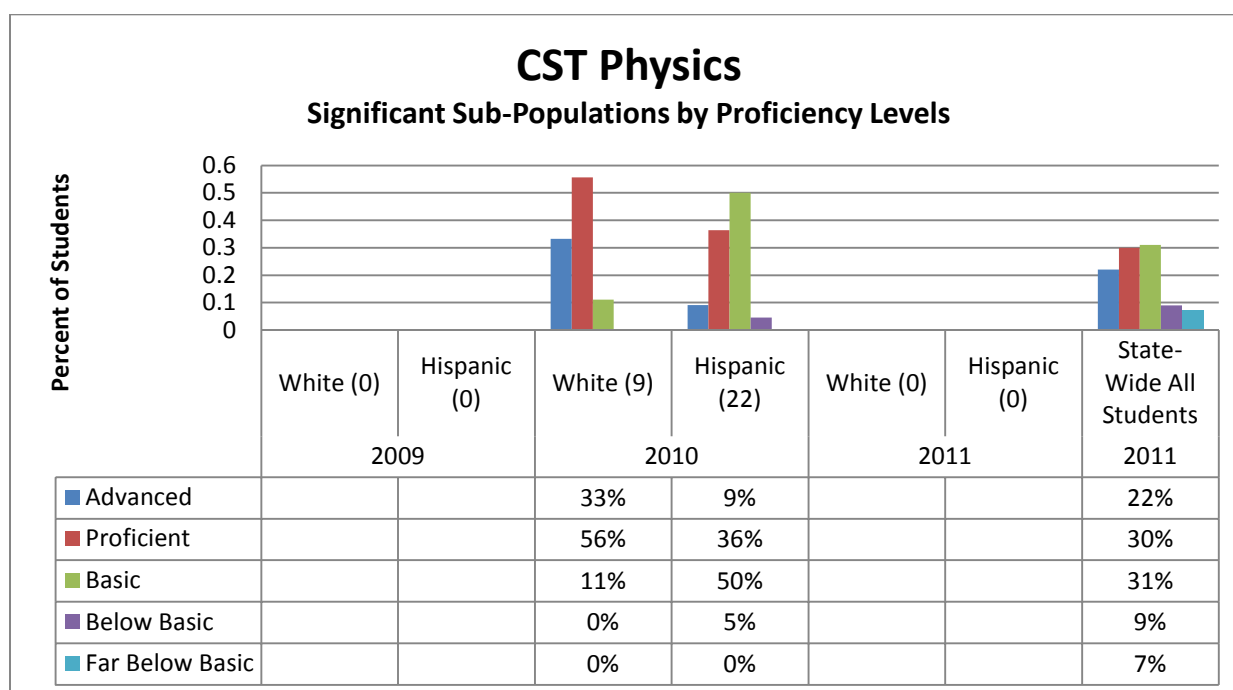
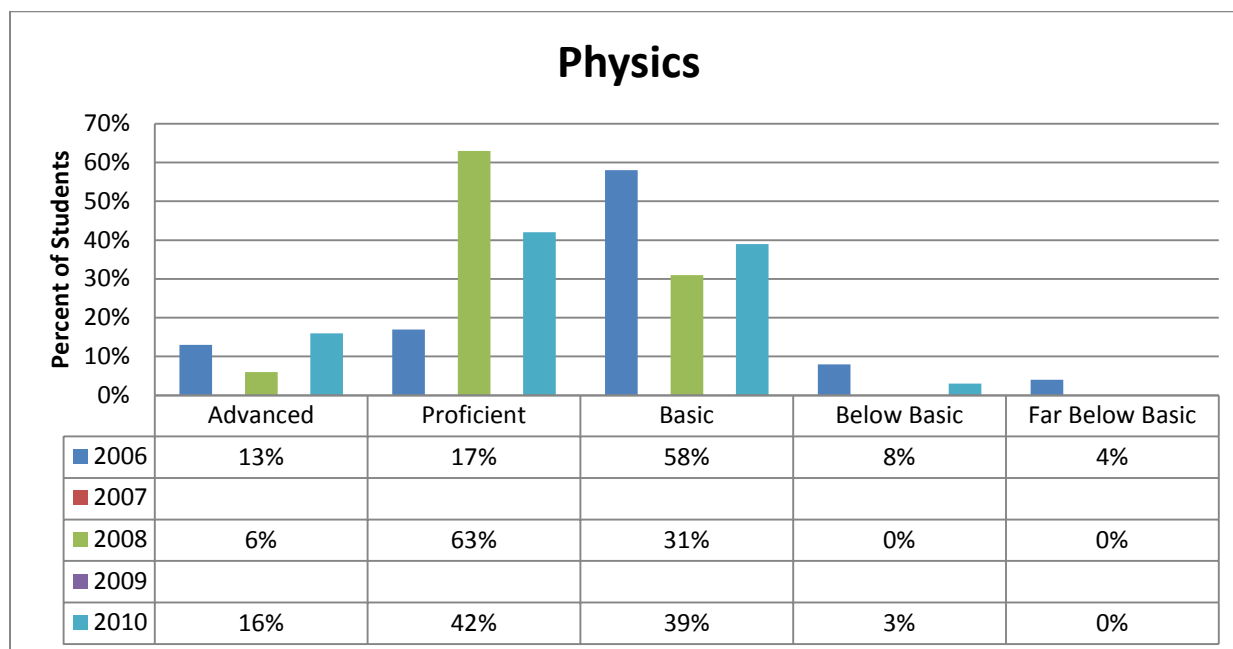
Significant Sub-Populations by Proficiency Levels



Findings: We see a large increase in the number of students scoring proficient, and a decrease in the number of students scoring basic and below basic. This is an indicator that we are moving students towards proficiency.



Findings: Because of our small size, we offer Chemistry and Physics in alternating years. The percentage of students scoring proficient and above has increased 16 points. We will continue to work towards increasing the number of Hispanic/Latino students enrolled in Chemistry and closing the achievement gap.



Findings: Physics, like Chemistry, is offered in alternating years. We have experienced an increase of 28% in the number of students scoring proficient and above. The achievement gap is narrower than in typical core area data, however it continues to be a focus of our improvement efforts.

3. California Standards Tests: These are Multi-year Grade-Level Scores by Proficiency Levels: The following data charts support the findings presented on pages 13 through 32. These charts provide additional disaggregated data by significant sub-groups.

Seventh Grade ELA																					
Proficiency Levels	2009					2010					2011										
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED	SPED	SPED	
# Tested	37	26	24	42	5	47	10	27	63	2	42		13		19		44		3		
Advanced	3%	46%	0%	12%	20%	15%	22%	6%	17%	0%	17%	13%	69%	38%	11%	2%	25%	12%	0%	8%	
Proficient	35%	46%	17%	36%	20%	36%	56%	6%	33%	50%	24%	32%	15%	36%	5%	12%	20%	32%	33%	19%	
Basic	32%	8%	38%	26%	20%	34%	22%	50%	37%	50%	33%	32%	15%	17%	37%	37%	32%	32%	33%	29%	
Below Basic	24%	0%	38%	21%	0%	9%	0%	22%	9%	0%	14%	15%	0%	6%	21%	30%	14%	15%	0%	22%	
Far Below Basic	5%	0%	8%	5%	40%	6%	0%	17%	4%	0%	12%	8%	0%	3%	26%	20%	9%	8%	33%	22%	
Seventh Grade Math																					
Proficiency Levels	2009					2010					2011										
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED	SPED	SPED	
# of Stu. Tested	35	16	22	39	3	48	7	19	47	2	39		9		19		41		4		
Advanced	3%	13%	0%	5%	0%	4%	0%	0%	4%	0%	0%	11%	22%	25%	0%	4%	2%	11%	0%	6%	
Proficient	11%	38%	5%	18%	33%	38%	43%	16%	38%	50%	10%	29%	44%	38%	5%	16%	10%	29%	0%	17%	
Basic	57%	44%	50%	51%	33%	38%	43%	42%	38%	0%	51%	32%	33%	24%	42%	32%	54%	32%	75%	27%	
Below Basic	20%	6%	32%	18%	33%	21%	14%	42%	19%	50%	31%	22%	0%	10%	37%	35%	29%	22%	25%	32%	
Far Below Basic	9%	0%	14%	8%	0%	0%	0%	0%	0%	0%	8%	6%	0%	2%	16%	13%	5%	7%	0%	16%	

Seventh Grade Algebra I

Proficiency Levels	2009					2010					2011									
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED	SPED	SPED
# of Stu. Tested	0	9	0	1	0	0	0	0	0	0	4		4		1		4		0	
Advanced	0%	11%	0%	0%	0%	0%	0%	0%	0%	0%	0%	29%	50%	51%	100%	36%	25%	32%	0%	45%
Proficient	0%	56%	0%	100%	0%	0%	0%	0%	0%	0%	75%	41%	25%	37%	0%	27%	50%	39%	0%	34%
Basic	0%	33%	0%	0%	0%	0%	0%	0%	0%	0%	25%	19%	25%	9%	0%	12%	25%	17%	0%	9%
Below Basic	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	9%	0%	2%	0%	17%	0%	9%	0%	7%
Far Below Basic	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	8%	0%	2%	0%	6%

Eighth Grade ELA																				
Proficiency Levels	2009					2010					2011									
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED	SPED	SPED
# of Stu. Tested	49	9	19	44	2	32	25	16	37	1	45		7		19		45		3	
Advanced	4%	44%	0%	5%	0%	13%	52%	7%	17%	0%	15%	17%	29%	46%	0%	2%	13%	18%	0%	10%
Proficient	14%	22%	0%	11%	0%	26%	36%	13%	28%	0%	19%	27%	14%	28%	11%	9%	18%	26%	0%	16%
Basic	59%	33%	53%	64%	50%	32%	12%	27%	31%	100%	50%	32%	57%	18%	47%	36%	53%	32%	100%	30%
Below Basic	16%	0%	32%	16%	50%	16%	0%	27%	14%	0%	8%	14%	0%	5%	21%	29%	9%	15%	0%	21%
Far Below Basic	6%	0%	16%	5%	0%	13%	0%	27%	11%	0%	8%	9%	0%	3%	21%	23%	7%	10%	0%	23%
Eighth Grade General Math																				
Proficiency Levels	2009					2010					2011									
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED	SPED	SPED
# of St. Tested	19	1	13	19	6	28	6	16	30	4	33		4		20		32		5	
Advanced	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	5%	0%	12%	0%	2%	0%	5%	0%	2%
Proficient	5%	0%	0%	5%	0%	25%	50%	19%	21%	25%	21%	21%	25%	32%	25%	13%	20%	21%	0%	8%
Basic	26%	0%	23%	26%	17%	32%	33%	38%	33%	0%	52%	32%	50%	29%	35%	30%	40%	32%	40%	20%
Below Basic	42%	100%	38%	47%	67%	36%	17%	31%	33%	50%	21%	28%	25%	18%	30%	35%	40%	28%	60%	37%
Far Below Basic	26%	0%	38%	21%	17%	7%	0%	13%	7%	25%	6%	14%	0%	8%	10%	20%	0%	15%	0%	33%

Eighth Grade Algebra I

Proficiency Levels	2009					2010					2011									
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED	SPED	SPED
# of Stu. Tested	33	9	9	29	0	4	10	0	6	0	18		2		20		16		2	
Advanced	3%	22%	0%	3%	0%	0%	0%	0%	0%	0%	0%	10%	0%	22%	0%	5%	0%	10%	0%	7%
Proficient	24%	33%	0%	21%	0%	75%	50%	0%	83%	0%	28%	27%	0%	36%	26%	15%	20%	26%	0%	18%
Basic	36%	22%	22%	41%	0%	25%	50%	0%	17%	0%	67%	26%	50%	23%	63%	22%	60%	26%	50%	20%
Below Basic	36%	22%	78%	34%	0%	0%	0%	0%	0%	0%	6%	28%	50%	15%	11%	38%	20%	27%	50%	34%
Far Below Basic	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	10%	0%	4%	0%	19%	0%	10%	0%	20%

Eighth Grade Geometry

Proficiency Levels	2009					2010					2011									
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED	SPED	SPED
# of Stu. Tested	0	0	0	0	0	0	9	0	1	0	0		1		0		0		0	
Advanced	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	26%	0%	52%	0%	38%	0%	31%	0%	49%
Proficient	0%	0%	0%	0%	0%	0%	33%	0%	100%	0%	0%	47%	100%	40%	0%	35%	0%	44%	0%	37%
Basic	0%	0%	0%	0%	0%	0%	67%	0%	0%	0%	0%	22%	0%	7%	0%	16%	0%	20%	0%	10%
Below Basic	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	5%	0%	1%	0%	9%	0%	4%	0%	3%
Far Below Basic	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3%	0%	0%	0%	2%

Eighth Grade Social Science

Proficiency Levels	2009					2010					2011									
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED	SPED	SPED
# of Stu. Tested	52	10	22	48	6	34	25	18	39	4	52		7		23		49		7	
Advanced	12%	40%	0%	10%	0%	15%	76%	11%	15%	25%	17%	16%	29%	41%	9%	3%	18%	16%	29%	7%
Proficient	25%	20%	9%	25%	0%	21%	20%	6%	26%	0%	35%	22%	57%	26%	4%	9%	64%	22%	0%	10%
Basic	46%	30%	59%	46%	17%	29%	4%	22%	28%	25%	29%	29%	14%	19%	48%	27%	9%	29%	71%	21%
Below Basic	4%	0%	5%	4%	0%	26%	0%	44%	23%	25%	6%	15%	0%	7%	13%	25%	0%	16%	0%	21%
Far Below Basic	13%	10%	27%	15%	83%	9%	0%	17%	8%	25%	13%	17%	0%	7%	29%	36%	9%	18%	0%	42%

Eighth Grade Science

Proficiency Levels	2009					2010					2011									
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED	SPED	SPED
# of Stu. Tested	49	9	19	44	2	32	25	16	37	1	48		7		19		45		3	
Advanced	16%	67%	0%	16%	0%	13%	26%	6%	19%	100%	19%	30%	43%	58%	0%	9%	27%	30%	0%	18%
Proficient	33%	22%	0%	32%	0%	38%	16%	31%	35%	0%	33%	23%	43%	20%	21%	16%	26%	23%	100%	16%
Basic	29%	11%	53%	32%	50%	19%	8%	13%	19%	0%	29%	22%	14%	12%	37%	26%	18%	22%	0%	21%
Below Basic	14%	0%	32%	14%	50%	22%	0%	38%	19%	0%	6%	13%	0%	5%	11%	24%	15%	13%	0%	18%
Far Below Basic	8%	0%	16%	7%	0%	9%	0%	13%	8%	0%	13%	12%	0%	4%	32%	25%	14%	12%	0%	27%

Ninth Grade ELA																				
Proficiency Levels	2009					2010					2011									
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED	SPED	SPED
# of Stu. Tested	46	9	23	45	10	58	9	24	55	0	31		28		15		32		2	
Advanced	7%	33%	4%	9%	10%	10%	44%	0%	9%	0%	10%	15%	50%	45%	0%	2%	13%	15%	50%	6%
Proficient	26%	11%	0%	24%	10%	43%	44%	38%	45%	0%	29%	27%	29%	28%	13%	9%	31%	26%	50%	12%
Basic	46%	44%	57%	42%	50%	29%	11%	25%	29%	0%	39%	33%	18%	18%	47%	37%	34%	33%	0%	29%
Below Basic	17%	11%	30%	20%	20%	17%	0%	38%	16%	0%	19%	15%	4%	6%	33%	30%	19%	16%	0%	26%
Far Below Basic	4%	0%	9%	4%	10%	0%	0%	0%	0%	0%	3%	10%	0%	4%	7%	23%	3%	10%	0%	27%

Ninth Grade Algebra I																				
Proficiency Levels	2009					2010					2011									
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED	SPED	SPED
# of Stu. Tested	36	6	19	34	4	36	3	18	34	0	28		8		16		27		2	
Advanced	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	3	0%	6%	0%	2%	0%	3%	0%	1%
Proficient	6%	0%	5%	6%	0%	8%	0%	6%	9%	0%	25%	16	13%	27%	13%	9%	15%	16%	50%	8%
Basic	17%	33%	16%	12%	0%	50%	67%	4%	47%	0%	50%	25	25%	29%	6%	20%	11%	24%	0%	16%
Below Basic	44%	33%	32%	47%	50%	33%	33%	39%	35%	0%	25%	38	25%	28%	75%	43%	67%	38%	50%	40%
Far Below Basic	33%	33%	47%	35%	50%	8%	0%	11%	9%	0%	0%	19	38%	11%	6%	27%	7%	19%	0%	35%

Ninth Grade Geometry

Proficiency Levels	2009					2010					2011									
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED	SPED	SPED
# of Stu. Tested	7	2	1	8	2	19	6	3	18	0	4		9		9		4		0	
Advanced	0%	0%	0%	0%	0%	0%	17%	0%	0%	0%	0%	6%	0%	18%	0%	5%	0%	6%	0%	9%
Proficient	43%	50%	0%	38%	0%	16%	33%	0%	17%	0%	25%	26%	33%	43%	0%	14%	25%	26%	0%	21%
Basic	14%	50%	0%	25%	50%	42%	17%	0%	39%	0%	50%	33%	33%	27%	0%	21%	75%	32%	0%	21%
Below Basic	43%	0%	100%	38%	50%	37%	33%	67%	39%	0%	25%	28%	33%	10%	0%	38%	0%	27%	0%	27%
Far Below Basic	0%	0%	0%	0%	0%	5%	0%	33%	6%	0%	0%	8%	0%	1%	0%	21%	0%	7%	0%	21%

Ninth Grade Algebra II

Proficiency Levels	2011									
	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	H/L	White	White	EL	EL	SED	SED	SPED	SPED
# of Stu. Tested	0		9		0		1		0	
Advanced	0%	0%	0%	40%	0%	0%	100%	24%	0%	26%
Proficient	0%	0%	33%	35%	0%	0%	0%	29%	0%	18%
Basic	0%	0%	56%	18%	0%	0%	0%	25%	0%	17%
Below Basic	0%	0%	11%	5%	0%	0%	0%	14%	0%	15%
Far Below Basic	0%	0%	0%	1%	0%	0%	0%	9%	0%	24%

Ninth Grade Earth Science

Proficiency Levels	2009					2010					2011									
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED	SPED	SPED
# of Stu. Tested	25	5	14	23	3	35	5	17	35	5	20		9		13		21		5	
Advanced	4%	20%	7%	4%	0%	6%	0%	6%	3%	0%	0%	8%	33%	22%	0%	2%	0%	8%	0%	4%
Proficient	24%	40%	14%	26%	33%	26%	40%	24%	26%	0%	25%	20%	44%	30%	0%	9%	24%	20%	40%	10%
Basic	56%	40%	64%	52%	67%	51%	40%	47%	51%	20%	50%	40%	22%	31%	62%	38%	52%	39%	60%	29%
Below Basic	8%	0%	0%	9%	0%	14%	20%	24%	17%	80%	10%	16%	0%	8%	15%	24%	10%	16%	0%	21%
Far Below Basic	8%	0%	14%	9%	0%	3%	0%	0%	3%	0%	15%	17%	0%	8%	23%	28%	14%	18%	0%	35%

Ninth Grade Biology

Proficiency Levels	2009					2010					2011									
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED	SPED	SPED
# of Stu. Tested	16	1	4	16	1	22	6	6	22	0	15		18		6		15		1	
Advanced	0%	100%	0%	0%	0%	14%	33%	0%	14%	0%	0%	16%	44%	47%	0%	3%	7%	17%	0%	8%
Proficient	19%	0%	25%	19%	0%	14%	33%	0%	14%	0%	27%	25%	44%	29%	0%	9%	27%	24%	0%	10%
Basic	69%	0%	50%	69%	100%	64%	33%	83%	64%	0%	53%	33%	11%	17%	67%	30%	47%	33%	0%	22%
Below Basic	13%	0%	25%	13%	0%	9%	0%	17%	9%	0%	7%	15%	0%	4%	0%	30%	7%	15%	0%	26%
Far Below Basic	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	13%	11%	0%	3%	33%	28%	13%	11%	100%	34%

Tenth Grade ELA																					
Proficiency Levels	2009					2010					2011										
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED	SPED	SPED	
# of Stu. Tested	51	11	23	51	10	51	13	20	35	6	50		10		20		45				
Advanced	10%	36%	0%	8%	10%	11%	31%	0%	14%	0%	4%	11%	20%	33%	0%	1%	4%	11%	0%		
Proficient	27%	18%	0%	27%	10%	14%	15%	5%	17%	17%	29%	24%	70%	31%	10%	5%	27%	23%	0%		
Basic	35%	18%	43%	35%	20%	41%	31%	40%	37%	17%	51%	36%	10%	23%	55%	32%	51%	36%	0%		
Below Basic	12%	9%	26%	12%	10%	22%	15%	35%	20%	17%	16%	18%	0%	8%	35%	36%	18%	18%	0%		
Far Below Basic	16%	18%	30%	18%	50%	14%	8%	20%	11%	50%	0%	11%	0%	5%	0%	25%	0%	12%	0%		

Tenth Grade Algebra I																			
Proficiency Levels	2009					2010					2011								
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED	
# of Stu. Tested	35	5	21	37	8	12	2	7	11	1	9		2		7		9		
Advanced	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	2%	0%	1%	0%	1%	
Proficient	3%	20%	5%	3%	0%	8%	0%	14%	0%	0%	0%	10%	0%	15%	0%	7%	0%	10%	
Basic	29%	20%	29%	30%	0%	33%	50%	29%	36%	100%	0%	23%	0%	27%	0%	18%	0%	22%	
Below Basic	51%	60%	52%	51%	100%	50%	50%	43%	55%	0%	78%	42%	100%	37%	86%	45%	78%	42%	
Far Below Basic	17%	0%	14%	16%	0%	8%	0%	14%	9%	0%	22%	24%	0%	18%	14%	30%	22%	24%	

Tenth Grade Geometry

Proficiency Levels	2009					2010					2011							
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED
# of Stu. Tested	9	1	1	9	1	5	5	9	13	0	22		3		9		20	
Advanced	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	3%	0%	1%	0%	1%
Proficient	22%	100%	0%	22%	100%	7%	0%	0%	8%	0%	5%	10%	0%	23%	0%	5%	5%	10%
Basic	22%	0%	0%	22%	0%	0%	60%	0%	8%	0%	45%	26%	67%	37%	56%	15%	50%	25%
Below Basic	56%	0%	100%	56%	0%	86%	20%	89%	85%	0%	50%	44%	33%	30%	44%	47%	45%	44%
Far Below Basic	0%	0%	0%	0%	0%	7%	20%	11%	0%	0%	0%	19%	0%	7%	0%	32%	0%	19%

Tenth Grade Algebra II

Proficiency Levels	2009					2010					2011							
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED
# of Stu. Tested	5	4	0	3	0	7	4	1	8	0	16		4		2		14	
Advanced	20%	25%	0%	33%	0%	0%	0%	0%	0%	0%	0%	8%	0%	16%	0%	10%	0%	9%
Proficient	0%	0%	0%	0%	0%	14%	75%	0%	13%	0%	19%	22%	50%	32%	0%	15%	21%	22%
Basic	40%	0%	0%	33%	0%	71%	25%	100%	75%	0%	38%	31%	50%	32%	0%	21%	29%	30%
Below Basic	40%	75%	0%	33%	0%	0%	0%	0%	0%	0%	44%	25%	0%	15%	100%	26%	50%	24%
Far Below Basic	0%	0%	0%	0%	0%	14%	0%	0%	13%	0%	0%	14%	0%	5%	0%	28%	0%	14%

Tenth World History

Proficiency Levels	2009					2010					2011									
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED	SPED	SPED
# of Stu. Tested	50	11	22	50	10	33	13	17	32	5	52		11		23		49		4	
Advanced	8%	45%	0%	6%	10%	3%	38%	0%	6%	0%	21%	14%	55%	33%	9%	3%	20%	14%	0%	7%
Proficient	26%	9%	9%	24%	10%	21%	8%	12%	25%	20%	27%	20%	36%	26%	22%	8%	27%	19%	0%	9%
Basic	28%	18%	32%	30%	0%	36%	31%	29%	41%	20%	31%	28%	0%	22%	30%	22%	31%	27%	0%	18%
Below Basic	20%	9%	23%	20%	30%	15%	8%	18%	9%	20%	13%	16%	9%	8%	30%	21%	16%	16%	50%	17%
Far Below Basic	18%	18%	36%	20%	50%	24%	15%	41%	19%	40%	8%	23%	0%	10%	9%	45%	6%	24%	50%	50%

Tenth Grade Life Science

Proficiency Levels	2009					2010					2011							
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED
# of Stu. Tested	51	11	23	51	10	35	12	19	34	3	50		10		20		45	
Advanced	14%	27%	0%	12%	10%	3%	42%	0%	6%	0%	12%	15%	30%	40%	0%	3%	11%	15%
Proficient	16%	36%	4%	16%	0%	20%	25%	11%	21%	33%	22%	22%	10%	27%	10%	8%	20%	22%
Basic	41%	9%	48%	41%	30%	40%	8%	32%	35%	0%	47%	32%	60%	20%	55%	28%	49%	31%
Below Basic	16%	9%	22%	16%	20%	26%	0%	37%	21%	0%	18%	15%	0%	6%	35%	26%	20%	15%
Far Below Basic	14%	18%	26%	16%	40%	11%	25%	21%	18%	67%	0%	16%	0%	7%	0%	34%	0%	17%

Tenth Grade Biology

Proficiency Levels	2009					2010					2011									
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED	SPED	SPED
# of Stu. Tested	25	7	11	25	4	18	8	10	17	2	30		3		13		6		2	
Advanced	0%	43%	0%	0%	25%	0%	38%	0%	6%	0%	7%	10%	33%	28%	0%	2%	7%	10%	0%	4%
Proficient	12%	0%	0%	8%	0%	11%	25%	0%	12%	50%	23%	21%	0%	31%	15%	7%	19%	21%	0%	10%
Basic	76%	43%	73%	80%	25%	61%	25%	60%	59%	50%	47%	36%	67%	26%	46%	32%	48%	36%	0%	25%
Below Basic	8%	14%	18%	8%	50%	6%	13%	10%	6%	0%	13%	19%	0%	9%	23%	31%	15%	19%	50%	27%
Far Below Basic	4%	0%	9%	4%	0%	22%	0%	30%	18%	0%	10%	14%	0%	7%	15%	27%	11%	15%	50%	34%

Tenth Grade Physics

Proficiency Levels	2010				
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS
	H/L	White	EL	SED	SPED
# of Stu. Tested	7	2	1	7	0
Advanced	0%	50%	0%	0%	0%
Proficient	29%	50%	0%	29%	0%
Basic	71%	0%	100%	71%	0%
Below Basic	0%	0%	0%	0%	0%
Far Below Basic	0%	0%	0%	0%	0%

Tenth Grade Earth Science

Proficiency Levels	2009					2010					2011							
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED
# of Stu. Tested	10	0	7	10	1	3	3	3	4	3	4		1		4		4	
Advanced	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	6%	0%	19%	0%	2%	0%	6%
Proficient	4%	0%	43%	40%	100%	0%	67%	0%	50%	33%	25%	18%	100%	28%	25%	8%	25%	17%
Basic	30%	0%	29%	30%	0%	67%	0%	67%	50%	0%	25%	38%	0%	31%	25%	34%	25%	37%
Below Basic	10%	0%	14%	10%	0%	0%	33%	0%	0%	33%	0%	16%	0%	10%	0%	23%	0%	17%
Far Below Basic	20%	0%	14%	20%	0%	33%	0%	33%	0%	33%	50%	21%	0%	12%	50%	33%	50%	22%

Tenth Grade Chemistry

Proficiency Levels	2009					2011							
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED
# of Stu. Tested	8	3	0	7	0	2		4		4		2	
Advanced	13%	0%	0%	0%	0%	0%	7%	50%	23%	0%	3%	0%	8%
Proficient	15%	0%	0%	57%	0%	0%	22%	25%	37%	0%	8%	0%	22%
Basic	25%	100%	0%	29%	0%	50%	43%	25%	33%	0%	28%	50%	42%
Below Basic	13%	0%	0%	14%	0%	50%	17%	0%	6%	100%	28%	50%	16%
Far Below Basic	0%	0%	0%	0%	0%	0%	11%	0%	2%	0%	33%	0%	11%

Eleventh Grade ELA

Proficiency Levels	2009					2010					2011									
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED	SPED	SPED
# of Stu. Tested	42	18	18	47	7	51	13	22	6	6	25		15		10		27		3	
Advanced	7%	50%	0%	9%	14%	10%	38%	0%	8%	0%	16%	11%	40%	32%	0%	1%	15%	11%	0%	4%
Proficient	24%	22%	6%	21%	0%	27%	23%	5%	29%	0%	20%	22%	27%	28%	10%	5%	30%	21%	67%	8%
Basic	31%	17%	11%	34%	14%	29%	8%	27%	29%	0%	64%	33%	27%	23%	90%	25%	56%	32%	0%	21%
Below Basic	19%	11%	39%	21%	43%	18%	15%	32%	18%	33%	0%	18%	0%	9%	0%	33%	0%	18%	0%	24%
Far Below Basic	19%	0%	44%	15%	29%	16%	15%	36%	16%	67%	0%	16%	7%	8%	0%	37%	0%	17%	33%	43%

Eleventh Grade U.S. History

Proficiency Levels	2009					2010					2011									
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED	SPED	SPED
# of Stu. Tested	42	18	18	47	7	48	13	19	46	6	27		15		12		28		4	
Advanced	14%	44%	6%	17%	14%	10%	46%	5%	9%	0%	11%	12%	27%	32%	0%	2%	14%	13%	0%	5%
Proficient	29%	33%	17%	28%	0%	23%	23%	11%	22%	0%	41%	24%	47%	31%	25%	8%	46%	24%	67%	10%
Basic	24%	6%	17%	21%	14%	38%	0%	21%	39%	17%	33%	26%	20%	19%	42%	21%	25%	26%	0%	17%
Below Basic	10%	6%	6%	11%	0%	15%	15%	26%	13%	17%	15%	15%	0%	8%	33%	22%	14%	15%	0%	17%
Far Below Basic	24%	11%	56%	23%	71%	15%	15%	37%	17%	67%	0%	22%	7%	11%	0%	46%	0%	23%	33%	51%

Eleventh Grade Algebra I

Proficiency Levels	2009					2010					2011							
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED
# of Stu. Tested	18	2	12	20	4	7	1	5	7	0	2		1		1		3	
Advanced	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	2%	0%	1%	0%	1%
Proficient	6%	6%	0%	0%	5%	0%	0%	0%	0%	0%	0%	8%	0%	11%	0%	6%	0%	8%
Basic	22%	22%	50%	17%	25%	43%	100%	40%	43%	0%	0%	20%	100%	22%	0%	17%	0%	19%
Below Basic	67%	67%	0%	75%	60%	43%	0%	40%	43%	0%	100%	45%	0%	41%	100%	45%	100%	44%
Far Below Basic	6%	6%	50%	8%	10%	14%	0%	20%	14%	0%	0%	27%	0%	25%	0%	32%	0%	28%

Eleventh Grade Geometry

Proficiency Levels	2009					2010					2011							
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED
# of Stu. Tested	9	0	3	10	1	22	4	11	23	3	8		6		5		9	
Advanced	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	1%	0%	0%
Proficient	11%	0%	0%	10%	0%	0%	25%	0%	0%	0%	13%	6%	17%	12%	0%	4%	11%	6%
Basic	22%	0%	0%	20%	0%	23%	50%	0%	9%	0%	13%	20%	33%	29%	0%	12%	11%	20%
Below Basic	67%	0%	100%	70%	100%	36%	0%	82%	78%	67%	75%	48%	50%	42%	100%	48%	78%	48%
Far Below Basic	0%	0%	0%	0%	0%	41%	25%	18%	13%	33%	0%	25%	0%	16%	0%	35%	0%	26%

Eleventh Grade Algebra II

Proficiency Levels	2009					2010					2011									
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED	SPED	SPED
# of Stu. Tested	9	3	1	9	0	13	0	2	12	0	8		3		3		8		0	
Advanced	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	0%	3%	0%	3%	0%	2%	0%	2%
Proficient	0%	0%	0%	0%	0%	8%	0%	0%	8%	0%	0%	10%	0%	16%	0%	7%	0%	10%	0%	6%
Basic	44%	100%	100%	44%	0%	46%	0%	100%	50%	0%	25%	26%	33%	33%	0%	17%	25%	25%	0%	15%
Below Basic	44%	0%	0%	44%	0%	46%	0%	0%	42%	0%	38%	34%	67%	30%	33%	31%	38%	33%	0%	28%
Far Below Basic	11%	0%	0%	11%	0%	0%	0%	0%	0%	0%	38%	29%	0%	17%	67%	42%	38%	29%	0%	49%

Eleventh Grade Summative Mathematics

Proficiency Levels	2009					2010					2011									
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED	SPED	SPED
# of Stu. Tested	1	11	0	2	1	5	7	0	3	0	7		4		1		7		0	
Advanced	0%	0%	0%	0%	0%	20%	14%	0%	33%	0%	0%	6%	0%	18%	0%	10%	0%	9%	0%	12%
Proficient	0%	36%	0%	0%	0%	20%	0%	0%	33%	0%	14%	26%	50%	38%	0%	21%	14%	27%	0%	23%
Basic	0%	27%	0%	50%	100%	20%	43%	0%	0%	0%	29%	29%	50%	25%	0%	18%	29%	27%	0%	21%
Below Basic	100%	36%	0%	50%	0%	40%	43%	0%	33%	0%	43%	31%	0%	17%	100%	32%	43%	29%	0%	25%
Far Below Basic	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	14%	9%	0%	3%	0%	19%	14%	8%	0%	19%

Eleventh Grade Biology

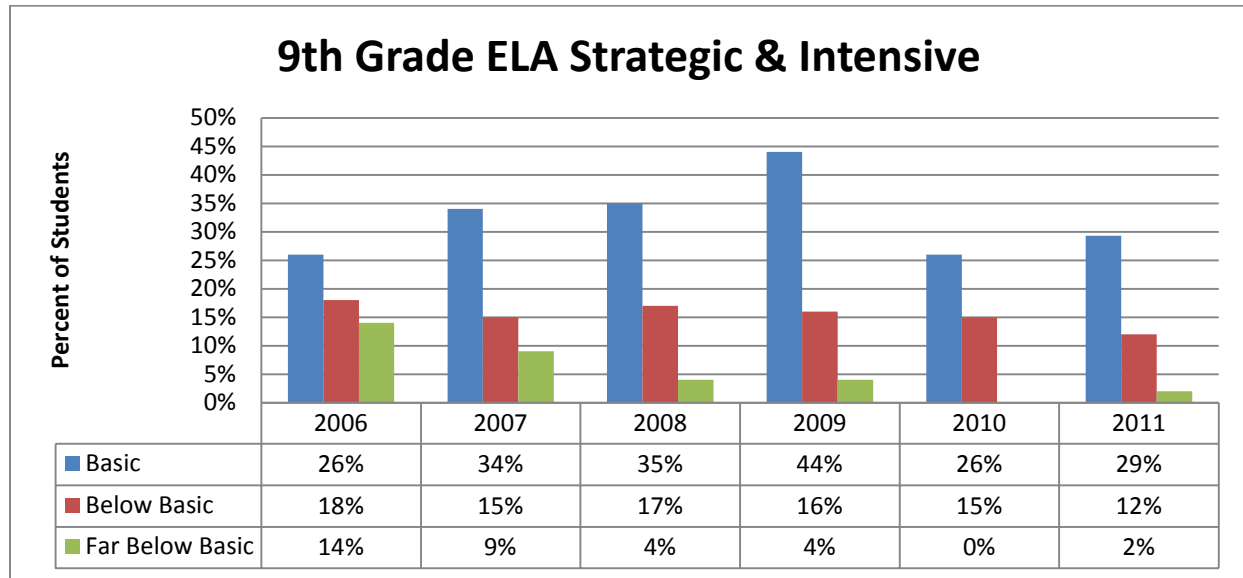
Proficiency Levels	2009					2010					2011									
	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	White	EL	SED	SPED	H/L	White	EL	SED	SPED	H/L	H/L	White	White	EL	EL	SED	SED	SPED	SPED
# of Stu. Tested	11	2	7	12	0	13	4	6	13	5	6		5		6		9		3	
Advanced	0%	50%	0%	0%	0%	0%	25%	0%	0%	0%	0%	13%	0%	39%	0%	2%	0%	14%	0%	4%
Proficient	9%	0%	0%	8%	0%	31%	0%	0%	31%	0%	0%	21%	40%	28%	0%	7%	11%	21%	0%	9%
Basic	64%	50%	57%	67%	0%	46%	75%	50%	54%	60%	17%	33%	40%	20%	17%	31%	33%	32%	33%	24%
Below Basic	18%	0%	29%	17%	0%	15%	0%	33%	8%	20%	83%	18%	20%	7%	83%	31%	56%	18%	67%	26%
Far Below Basic	9%	0%	14%	8%	0%	8%	0%	17%	8%	20%	0%	16%	0%	7%	0%	30%	0%	16%	0%	37%

Eleventh Grade Physics

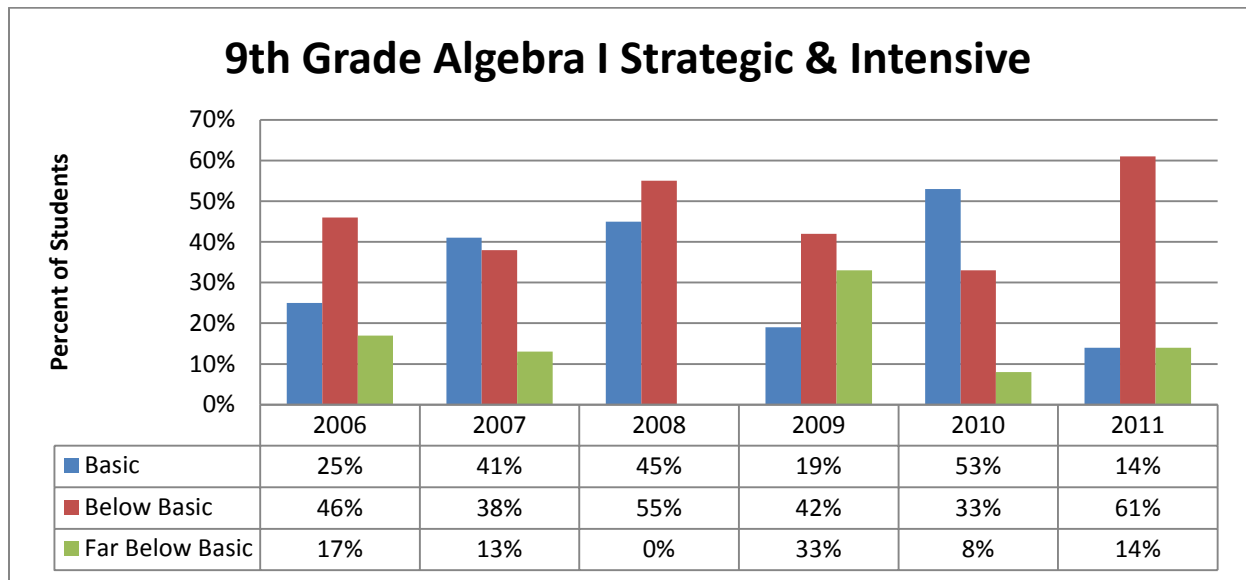
Proficiency Levels	2010							
	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	H/L	White	White	EL	EL	SED	SED
# of Stu. Tested	15		7		2		13	
Advanced	13%	10%	29%	34%	0%	4%	8%	11%
Proficient	40%	24%	57%	35%	50%	9%	46%	24%
Basic	40%	40%	14%	24%	50%	30%	38%	39%
Below Basic	7%	15%	0%	5%	0%	29%	8%	15%
Far Below Basic	0%	11%	0%	3%	0%	28%	0%	11%

Eleventh Grade Chemistry										
Proficiency Levels	2011									
	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State	CJSHS	State
	H/L	H/L	White	White	EL	EL	SED	SED	SPED	SPED
# of Stu. Tested	113		6		3		12		1	
Advanced	0%	4%	33%	15%	0%	1%	0%	5%	0%	3%
Proficient	31%	14%	50%	28%	0%	5%	33%	14%	0%	8%
Basic	54%	43%	17%	41%	67%	28%	58%	42%	100%	26%
Below Basic	15%	24%	0%	11%	33%	32%	8%	23%	0%	28%
Far Below Basic	0%	16%	0%	5%	0%	33%	0%	16%	0%	36%

- a. Percent of 9th grade students who may be intensive or strategic students:



Findings: Since 2006, we have succeeded in decreasing the percentage of students scoring in strategic and intensive proficiency levels by 15 points .



Findings: In 2006, 88% of our 9th grade algebra 1 students were identified as strategic or intensive. 2011 numbers show that the percentage has remained relatively constant, and is currently at 89%.

4. California High School Exit Exam (CAHSEE):

10th Grade Initial Testing												
	English-Language Arts						Mathematics					
	2009		2010		2011		2009		2010		2011	
	% Passed	% Prof. & Above	% Passed	% Prof. & Above	% Passed	% Prof. & Above	% Passed	% Prof. & Above	% Passed	% Prof. & Above	% Passed	% Prof. & Above
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 English-Language Arts 10th Grade											
Clusters	2008-2009*			2009-2010				2010-2011			
	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

*Only 10 white students tested.

	CAHSEE Mathematics 10th Grade										
	2008-2009			2009-2010				2010-2011			
Clusters	H/L	SED	EL	White	H/L	SED	EL	White	H/L	SED	EL
Probability & 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%
Algebra & Func.	71%	70%	60%	77%	71%	73%	59%	84%	74%	73%	64%
Meas. & Geometry	61%	61%	47%	69%	58%	59%	50%	75%	66%	64%	54%
Algebra I	53%	53%	47%	57%	54%	52%	49%	77%	58%	58%	51%

Findings: While the percentage of students passing the CAHSEE at CJSHS is relatively high, the data shows that there is room for improvement in moving our students to proficiency. In general, the Writing Strategies and Algebra 1 clusters need improvement.

2010-2011 Eleventh Grade CAHSEE Examination

	English Language Arts					
	Nov-10			Mar-11		
	# Tested	# Passed	# Proficient	# Tested	# Passed	# Proficient
Overall	7	4	0	2	0	0
White	3	3	0	0	0	0
Hispanic/Latino	4	4	0	2	0	0
2 or More Races	0	0	0	0	0	0
EL	2	0	0	1	0	0
SED	5	2	0	2	0	0

	Mathematics					
	Nov-10			Mar-11		
	# Tested	# Passed	# Proficient	# Tested	# Passed	# Proficient
Overall	10	6	0	4	2	0
White	3	2	0	0	0	0
Hispanic/Latino	6	3	0	4	2	0
2 or More Races	1	1	0	0	0	0
EL	4	1	0	2	1	0
SED	6	4	0	3	1	0

2010-2011 Twelfth Grade CAHSEE Examination

English Language Arts						
	Nov-10			Mar-11		
	# Tested	# Passed	# Proficient	# Tested	# Passed	# Proficient
Overall	9	3	0	7	1	0
White	2	1	0	0	0	0
Hispanic/Latino	7	2	0	6	1	0
2 or More Races	0	0	0	1	0	0
EL	7	2	0	6	1	0
SED	7	2	0	6	1	0

Mathematics						
	Nov-10			Mar-11		
	# Tested	# Passed	# Proficient	# Tested	# Passed	# Proficient
Overall	5	1	0	5	0	0
White	1	1	0	0	0	0
Hispanic/Latino	4	0	0	5	0	0
2 or More Races	0	0	0	0	0	0
EL	3	0	0	4	0	0
SED	4	0	0	5	0	0

5. Adequate Yearly Progress (AYP):

Federal Accountability: Adequate Yearly Progress (AYP) 2006
Made AYP: No
Met 18 of 22 AYP Criteria

Participation Rate								
Groups	English-Language Arts				Mathematics			
	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)								
Groups	English-Language Arts				Mathematics			
	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

Groups	Participation Rate							
	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%	

Groups	Annual Measurable Objectives (AMOs)							
	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	Average 2-Year Change	Met 2007 Graduation Rate Criteria
96.7	97.4	0.7	0.7	Yes

Federal Accountability: Adequate Yearly Progress (AYP) 2008

Made AYP: No

Met 14 of 18 AYP Criteria

Participation Rate								
English-Language Arts					Mathematics			
Groups	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%	

Annual Measurable Objectives (AMOs)								
English-Language Arts					Mathematics			
Groups	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	Change	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

	Participation Rate							
	English-Language Arts				Mathematics			
Groups	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%	

	Annual Measurable Objectives (AMOs)							
	English-Language Arts				Mathematics			
Groups	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	Change	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
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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	2011 Graduation	2011 Target	2011 Graduation

Rate Class of 2008-09	Rate Class of 2009-10	Graduation Rate	Rate Criteria Met
84.62	90.77	85.22	Yes

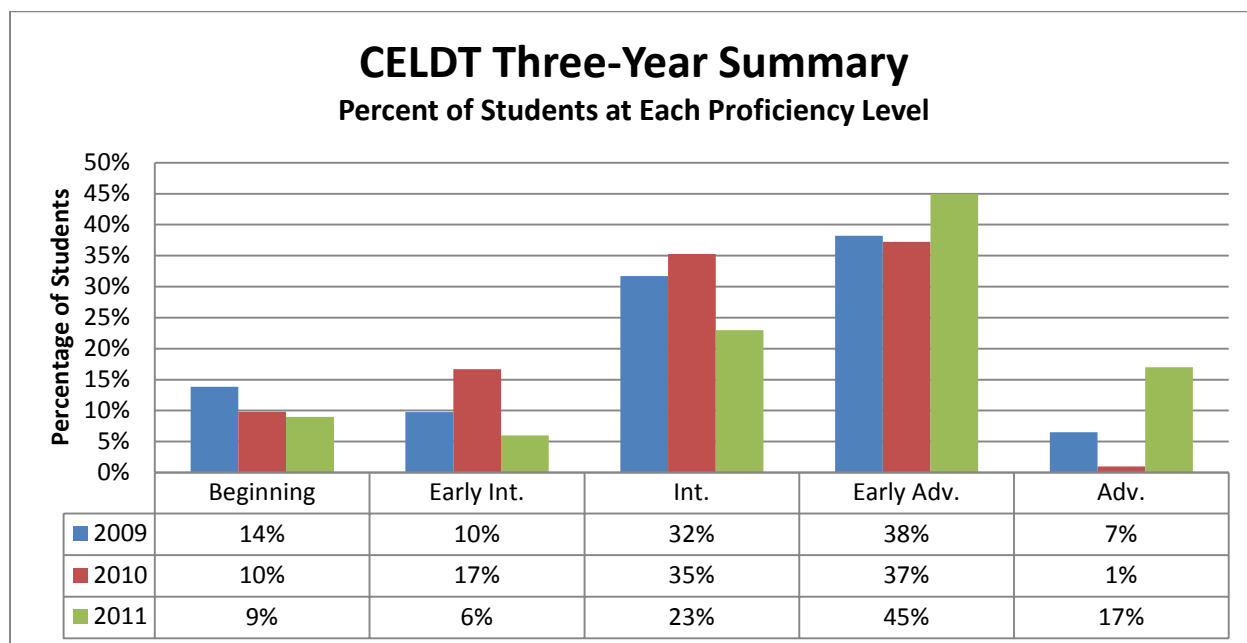
Findings: For the 2010 census of the CAHSEE, we met all AYP criteria; however, most of this was due to the Safe Harbor exemption. In 2011, we did not meet our AYP criteria, and as is the case throughout the state, the current threshold has proven to be difficult to attain. We celebrate our 100% participation rate for all sub-groups in 2011.

6. 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%



Findings: We have successfully moved many students from beginning and early intermediate to early advanced and advanced. This correlates with our stabilizing demographic data noted earlier in this report.

7. Benchmark Exams
English-Language Arts

ELA 7	2008-2009						2009-2010						2010-2011					
<i>Reporting Clusters</i>	Q1	Q2	Q3	STAR	STAR Goal	Dif. +/-	Q1	Q2	Q3	STAR	STAR Goal	Dif. +/-	Q1	Q2	Q3	STAR	STAR Goal	Dif. +/-
Word Analysis & Vocab Development	49%	66%	72%	70%	68%	1%	54%	61%	73%	71%	68%	3%	58%	71%	63%	70%	73%	-3%
Reading Comprehension			65%	67%	68%	-1%			68%	67%	71%	-4%			72%	72%	71%	1%
Literary Response & Analysis	52%	66%		64%	65%	-1%	45%	64%		68%	67%	1%	49%	69%		72%	70%	2%
Written Conventions	55%	74%	71%	66%	67%	-1%	62%	71%	75%	69%	69%	0%	60%	78%	79%	68%	65%	3%
Writing Strategies	58%	53%	65%	61%	56%	4%	31%	43%	64%	61%	54%	7%	58%	74%	68%	63%	54%	9%
Writing Applications				65%	61%	4%				68%	74%	-6%				80%	82%	-2%

ELA 8	2008-2009						2009-2010						2010-2011					
<i>Reporting Clusters</i>	Q1	Q2	Q3	STAR	STAR Goal	Dif. +/-	Q1	Q2	Q3	STAR	STAR Goal	Dif. +/-	Q1	Q2	Q3	STAR	STAR Goal	Dif. +/-
Word Analysis & Vocab Development	54%	46%	67%	58%	66%	-8%	79%	72%	68%	64%	64%	0%	52%	47%		60%	65%	-5%
Reading Comprehension			65%	58%	66%	-8%			71%	73%	75%	-2%				65%	70%	-5%
Literary Response & Analysis	53%	49%		55%	60%	-5%	67%	52%		69%	66%	3%	60%	46%		60%	63%	-4%
Written Conventions	65%	68%	70%	66%	74%	-8%	68%	65%	81%	69%	67%	2%	60%	70%		59%	65%	-6%
Writing Strategies	60%	50%	58%	53%	61%	-9%	73%	46%	62%	65%	62%	3%	53%	48%		62%	63%	-1%

ELA 9	2008-2009						2009-2010						2010-2011					
<i>Reporting Clusters</i>	Q1	Q2	Q3	STAR	STAR Goal	Dif. +/-	Q1	Q2	Q3	STAR	STAR Goal	Dif. +/-	Q1	Q2	Q3	STAR	STAR Goal	Dif. +/-
Word Analysis & Vocab Development	55%	53%	66%	55%	67%	-12%		58%	71%	70%	73%	-3%	57%	65%		59%	58%	1%
Reading Comprehension			51%	59%	67%	-8%			57%	63%	67%	-4%		63%		69%	71%	-2%
Literary Response & Analysis	56%	58%	59%	55%	65%	-10%	76%	66%	64%	60%	58%	2%	60%	63%		67%	64%	3%
Written Conventions	55%	62%		66%	64%	2%		70%		66%	66%	0%		60%		71%	66%	5%
Writing Strategies	44%	60%	59%	53%	54%	-1%		70%	71%	63%	62%	1%	72%	73%		61%	58%	3%

ELA 10	2008-2009						2009-2010						2010-2011					
<i>Reporting Clusters</i>	Q1	Q2	Q3	STAR	STAR Goal	Dif. +/-	Q1	Q2	Q3	STAR	STAR Goal	Dif. +/-	Q1	Q2	Q3	STAR	STAR Goal	Dif. +/-
Word Analysis & Vocab Development	78%	53%	50%	69%	79%	-10%		58%		61%	80%	-19%		85%		65%	70%	-5%
Reading Comprehension				64%	74%	-11%	70%			62%	76%	-14%	75%			69%	76%	-7%
Literary Response & Analysis	60%	58%	60%	58%	65%	-7%	63%	66%		54%	66%	-12%	64%	50%		61%	66%	-5%
Written Conventions	74%	62%		60%	70%	-10%		70%		62%	74%	-12%				64%	73%	-9%
Writing Strategies	50%	60%	56%	61%	69%	-8%	83%	70%		60%	68%	-8%	91%			68%	69%	-1%

ELA 11	2008-2009						2009-2010						2010-2011					
<i>Reporting Clusters</i>	Q1	Q2	Q3	STAR	STAR Goal	Dif. +/-	Q1	Q2	Q3	STAR	STAR Goal	Dif. +/-	Q1	Q2	Q3	STAR	STAR Goal	Dif. +/-
Word Analysis & Vocab Development				68%	70%	-2%				69%	82%	-13%				78%	78%	0%
Reading Comprehension	59%	67%		63%	69%	-6%	62%			60%	69%	-9%	64%			70%	70%	0%
Literary Response & Analysis		62%	69%	60%	68%	-8%				56%	62%	-6%				69%	70%	-1%
Written Conventions	47%	59%	70%	68%	74%	-6%				64%	77%	-13%				59%	63%	-4%
Writing Strategies	75%	64%	70%	61%	69%	-8%				62%	72%	-10%				74%	73%	1%

CJSHS Self-Study Visiting Committee Report | 2012

Mathematics

Algebra 1	2008-2009						2009-2010						2010-2011					
<i>Reporting Clusters</i>	Q1	Q2	Q3	STAR Actual	STAR Goal	Dif. +/-	Q1	Q2	Q3	STAR	STAR Goal	Dif. +/-	Q1	Q2	Q3	STAR	STAR Goal	Dif. +/-
Number Properties, Operations & Linear Equations	64%	59%	49%	52%	70%	-18%	64%	65%	64%	56%	70%	-14%	70%	67%	44%	56%	70%	-14%
Graphing and Systems of Linear Equations	68%	50%		68%	56%	12%	40%	55%	58%	42%	56%	-15%	80%	56%		41%	56%	-16%
Quadratics & Polynomials			63%	43%	60%	-17%			65%	48%	60%	-12%			42%	47%	60%	-13%
Functions & Rational Expressions	48%			32%	43%	-11%	64%	76%		34%	43%	-9%		75%		34%	43%	-9%

Geometry	2008-2009						2009-2010						2010-2011					
<i>Reporting Clusters</i>	Q1	Q2	Q3	STAR Actual	STAR Goal	Dif. +/-	Q1	Q2	Q3	STAR Actual	STAR Goal	Dif. +/-	Q1	Q2	Q3	STAR Actual	STAR Goal	Dif. +/-
Logic & Geometric Proofs	70%	50%	88%	55%	68%	-14%	56%	66%	69%	56%	68%	-13%	78%	70%	65%	56%	68%	-12%
Volume & Area Formulas	63%	69%	89%	49%	66%	-17%			59%	50%	66%	-16%				50%	66%	-16%
Angle Relationships, Constructions & Lines	64%	56%	87%	55%	65%	-10%	62%	62%	74%	56%	65%	-9%	92%	70%	65%	56%	65%	-9%
Trigonometry		50%	84%	50%	70%	-20%		70%	67%	52%	70%	-18%			67%	52%	70%	-18%

Algebra II	2008-2009						2009-2010						2010-2011					
<i>Reporting Clusters</i>	Q1	Q2	Q3	STAR Actual	STAR Goal	Dif. +/-	Q1	Q2	Q3	STAR Actual	STAR Goal	Dif. +/-	Q1	Q2	Q3	STAR Actual	STAR Goal	Dif. +/-
Polynomials & Rational Expressions	79%	79%		54%	73%	-19%	72%	79%		62%	72%	-10%	77%	73%		64%	77%	-13%
Quadratics, Conics, & Complex Numbers		79%		38%	57%	-19%		79%		44%	59%	-15%		73%		43%	56%	-13%
Exponents & Logarithms	94%		83%	54%	64%	-10%			86%	54%	67%	-13%			85%	52%	68%	-16%
Series, Combinations, Probability & Statistics	70%		83%	51%	55%	-4%			83%	46%	58%	-13%			66%	49%	54%	-5%

Findings: This benchmark data represents the fact that some of our teachers are engaged in using benchmarks within their curriculum, however, the school recognizes the use of benchmarks as an area of growth, and it is our desire to continue to promote the use of benchmark exams school-wide. In addition, calibration of benchmarks to CSTs needs improvement.

8. College SAT and ACT Results:

SAT								
Year	# Tested	% Tested	Verbal Average	Math Average	Writing Average	# >= 1500	% >= 1500	% Approved for CSU EAP
2005-2006	15	34.88%	481	496	493	6	14%	Due to complications with transition to Powerschool, these data are not available.
2006-2007	20	17.54%	481	537	477	8	6.15%	
	# Tested	% Tested	Critical Reading Average	Math Average	Writing Average	# >= 1500	% >= 1500	
2007-2008	17	33.33%	522	536	506	8	47.1%	
2008-2009	27	43.55%	498	483	497	11	40.7%	
2009-2010	28	45.90%	487	495	509	15	53.6%	
2010-2011	45	41%	468	463	464	15	33%	13%

9. Advanced Placement Test Results and Enrollment:

AP Exam Results									
Year	# AP Students	# AP Tests	Exam Scr=1	Exam Scr=2	Exam Scr=3	Exam Scr=4	Exam Scr=5	CJSHS % of Total AP Students with Scr=3+	State % of Total AP Students with Scr=3+
2007	18	28	2	11	9	2	4	55.6%	63.0%
2008	30	46	11	17	11	3	4	40.0%	62.8%
2009	29	51	10	9	20	9	2	75.9%	64.4%
2010	39	70	24	22	18	4	2	46.2%	64.2%
2011	38	57	7	14	22	9	5	71.1%	63.7%

Increased Ratio of Hispanic/Latino Students in AP/Honors Classes												
	2008-2009			2009-2010			2010-2011			2011-2012		
	Total Enroll.	H/L Enroll.	% of Enroll.	Total Enroll.	H/L Enroll.	% of Enroll.	Total Enroll.	H/L Enroll.	% of Enroll.	Total Enroll.	H/L Enroll.	% of Enroll.
AP Calculus	6	1	17%	7	1	14%	6	3	50%	4	3	75%
Math Analysis	26	7	27%	22	11	50%	16	12	75%	39	25	64%
Honors Algebra I										24	17	71%
Honors Geometry										15	10	67%
AP U.S. History	9	1	11%	21	12	57%	9	5	56%	21	16	76%
Honors 9th Grade World History										19	17	89%
AP Biology	9	1	11%	5	3	60%	8	5	63%	16	7	44%
Honors Physics				61	32	52%				47	34	72%
Honors Biology										17	14	82%
AP Art	7	1	14%	13	3	23%	6	3	50%	3	1	33%
Honors 7th ELA										19	10	53%
Honors 8th ELA										24	12	50%
Honors 9th ELA										22	18	82%
Honors 10th ELA										27	11	41%
AP Composition (11th)										17	15	88%
AP Language 12th)										10	5	50%
AP Language/ Literature (11 & 12)	25	4	16%	23	5	22%	26	13	50%			
Total AP/Honors Seats	82	15	18%	152	67	44%	71	41	58%	324	215	66%

Findings: : Pursuant to the recommendations of the WASC Visiting Committee Report from the 2008-2009 school year, the ratio of Hispanic/Latino students in AP and honors courses has increased by an average of 40%. Furthermore, while the pass rate for AP exams fluctuates from year to year, it is currently above 70%. Future efforts will focus on a more consistent passing rate.

CJSHS Self-Study Visiting Committee Report | 2012

10. Number of Students Meeting University of California A-G Requirements; Number Enrolled in UC-Approved Courses

2008-2009		2009-2010		2010-2011	
% Enrolled in UC/CSU Required Courses	% of Graduates Completing UC/CSU Admission Requirements	% Enrolled in UC/CSU Required Courses	% of Graduates Completing UC/CSU Admission Requirements	% Enrolled in UC/CSU Required Courses	% of Graduates Completing UC/CSU Admission Requirements
54.7%	73.7%	81.5%	83.2%	73.4%	82.7%

11. Number of students taking Algebra 1 by grade level and 9th graders taking a course below the level of Algebra:

2006						2007				
Grade	Total Students	# Enrolled in Alg. I	% Enrolled in Alg 1	# Enrolled Below Alg 1	% Enrolled Below Alg 1	Total Students	# Enrolled in Alg. I	% Enrolled in Alg 1	# Enrolled Below Alg 1	% Enrolled Below Alg 1
7	70	0	0%	70	100%	70	0	0%	70	100%
8	69	16	23%	52	75%	64	22	34%	42	66%
9	65	24	37%	23	35%	67	32	48%	22	33%
10	50	25	50%	0	0%	63	16	25%	0	0%
11	56	16	29%	0	0%	42	9	21%	0	0%
2008						2009				
Grade	Total Students	# Enrolled in Alg. I	% Enrolled in Alg 1	# Enrolled Below Alg 1	% Enrolled Below Alg 1	Total Students	# Enrolled in Alg. I	% Enrolled in Alg 1	# Enrolled Below Alg 1	% Enrolled Below Alg 1
7	63	0	0%	63	100%	66	9	14%	53	80%
8	65	19	29%	46	71%	63	43	68%	20	32%
9	71	22	31%	37	52%	58	43	74%	4	7%
10	65	25	38%	0	0%	63	41	65%	0	0%
11	61	14	23%	0	0%	62	20	32%	0	0%
2010						2011				
Grade	Total Students	# Enrolled in Alg. I	% Enrolled in Alg 1	# Enrolled Below Alg 1	% Enrolled Below Alg 1	Total Students	# Enrolled in Alg. I	% Enrolled in Alg 1	# Enrolled Below Alg 1	% Enrolled Below Alg 1
7	63	1	2%	56	89%	62	9	15%	50	81%
8	63	14	22%	35	56%	61	21	34%	37	61%
9	76	40	53%	3	4%	65	36	55%	0	0%
10	51	14	27%	0	0%	64	11	17%	0	0%
11	65	9	14%	0	0%	46	4	9%	0	0%

CJSHS Self-Study Visiting Committee Report | 2012

Findings: We have succeeded in ensuring that all of our 9th graders are enrolled in Algebra 1 or above.

12. Report Card Analyses Percentage of Ds and Fs for Last Three Semesters

Course	Term	A	B	C	D	F	% Pass	% Fail	% of Ds and Fs
English 7	Fall 2010	5	10	15	19	1	98%	2%	40%
	Spring 2011	13	20	13	7	1	98%	2%	15%
	Fall 2011	0	7	10	6	22	51%	49%	62%
English 7 Honors	Fall 2010	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Spring 2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2011	2	6	5	3	0	100%	0%	19%
English 8	Fall 2010	2	15	18	12	10	82%	18%	39%
	Spring 2011	8	15	21	11	3	95%	5%	24%
	Fall 2011	0	1	8	12	10	68%	32%	71%
English 8 Honors	Fall 2010	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Spring 2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2011	8	10	3	2	0	100%	0%	9%
English 9	Fall 2010	0	12	12	6	3	91%	9%	27%
	Spring 2011	9	15	11	6	5	89%	11%	24%
	Fall 2011	0	4	19	10	5	87%	13%	39%
English 9 Honors	Fall 2010	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Spring 2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2011	3	7	7	2	1	95%	5%	15%

CJSHS Self-Study Visiting Committee Report **2012**

Course	Term	A	B	C	D	F	% Pass	% Fail	% of Ds and Fs
English 10	Fall 2010	1	14	18	9	5	89%	11%	30%
	Spring 2011	4	17	12	8	5	89%	11%	28%
	Fall 2011	0	3	17	12	9	78%	22%	51%
English 10 Honors	Fall 2010	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Spring 2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2011	0	21	4	1	0	100%	0%	4%
English 11	Fall 2010	0	12	14	6	3	91%	9%	26%
	Spring 2011	3	8	13	8	4	89%	11%	33%
	Fall 2011	0	5	21	7	10	77%	23%	40%
English 12	Fall 2010	0	16	21	6	0	100%	0%	14%
	Spring 2011	2	12	19	12	1	98%	2%	28%
	Fall 2011	0	15	17	3	1	97%	3%	11%
AP English Lit	Fall 2010	0	23	2	1	0	100%	0%	4%
	Spring 2011	7	16	3	0	0	100%	0%	0%
	Fall 2011	0	9	1	0	0	100%	0%	0%
AP English Comp.	Fall 2010	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Spring 2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2011	0	7	5	2	0	100%	0%	14%

Course	Term	A	B	C	D	F	% Pass	% Fail	% of Ds and Fs
Pre-Algebra	Fall 2010	8	25	26	13	11	87%	13%	29%
	Spring 2011	6	21	36	20	7	92%	8%	30%
	Fall 2011	0	22	19	17	2	97%	3%	32%
Algebra I	Fall 2010	7	13	31	17	11	86%	14%	35%
	Spring 2011	13	10	23	21	14	83%	17%	43%
	Fall 2011	2	9	16	30	9	86%	14%	59%
Algebra I Honors	Fall 2010	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Spring 2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2011	5	7	5	5	1	96%	4%	26%
Geometry	Fall 2010	5	16	21	10	2	96%	4%	22%
	Spring 2011	5	16	17	9	4	92%	8%	25%
	Fall 2011	1	6	7	12	5	84%	16%	55%
Geometry Honors	Fall 2010	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Spring 2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2011	4	6	2	0	1	92%	8%	8%
Algebra II	Fall 2010	5	21	13	4	0	100%	0%	9%
	Spring 2011	18	23	7	0	0	100%	0%	0%
	Fall 2011	3	17	10	5	0	100%	0%	14%

Course	Term	A	B	C	D	F	% Pass	% Fail	% of Ds and Fs
Math Analysis	Fall 2010	1	11	4	0	0	100%	0%	0%
	Spring 2011	3	4	8	1	0	100%	0%	6%
	Fall 2011	2	18	14	1	1	97%	3%	6%
Grade 7 Social Studies	Fall 2010	13	15	8	5	1	98%	2%	14%
	Spring 2011	12	19	14	5	1	98%	2%	12%
	Fall 2011	6	19	23	13	3	95%	5%	25%
Grade 8 Social Studies	Fall 2010	12	18	15	9	1	98%	2%	18%
	Spring 2011	15	23	15	5	1	98%	2%	10%
	Fall 2011	16	14	16	4	4	93%	7%	15%
9 World History Honors	Fall 2010	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Spring 2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2011	0	5	7	2	2	88%	13%	25%
World History	Fall 2010	0	17	15	11	9	83%	17%	38%
	Spring 2011	12	16	16	9	7	88%	12%	27%
	Fall 2011	0	21	13	12	5	90%	10%	33%
U.S. History	Fall 2010	3	7	14	8	4	89%	11%	33%
	Spring 2011	3	11	14	4	5	86%	14%	24%
	Fall 2011	1	15	8	6	5	86%	14%	31%

Course	Term	A	B	C	D	F	% Pass	% Fail	% of Ds and Fs
AP U.S. History	Fall 2010	0	2	5	0	0	100%	0%	0%
	Spring 2011	8	1	0	0	0	100%	0%	0%
	Fall 2011	0	8	5	4	0	100%	0%	24%
Government & Economics	Fall 2010	6	18	17	12	2	96%	4%	25%
	Spring 2011	8	24	21	8	2	97%	3%	16%
	Fall 2011	10	17	4	7	5	88%	12%	28%
Grade 7 Science	Fall 2010	2	9	13	13	14	73%	27%	53%
	Spring 2011	15	14	18	4	6	89%	11%	18%
	Fall 2011	1	5	11	18	28	56%	44%	73%
Grade 8 Science	Fall 2010	0	14	17	15	14	77%	23%	48%
	Spring 2011	9	22	15	10	3	95%	5%	22%
	Fall 2011	0	20	12	9	9	82%	18%	36%
Earth Science	Fall 2010	3	11	8	11	3	N/A	N/A	39%
	Spring 2011	4	13	14	5	1	N/A	N/A	16%
	Fall 2011	5	12	18	8	4	91%	9%	26%
Biology	Fall 2010	6	21	21	15	8	89%	11%	32%
	Spring 2011	14	22	17	16	8	90%	10%	31%
	Fall 2011	2	5	13	9	7	81%	19%	44%

Course	Term	A	B	C	D	F	% Pass	% Fail	% of Ds and Fs
Biology Honors	Fall 2010	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Spring 2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2011	2	5	5	4	0	100%	0%	25%
Chemistry	Fall 2010	8	15	11	3	0	100%	0%	8%
	Spring 2011	11	19	12	2	0	100%	0%	5%
	Fall 2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Physiology	Fall 2010	4	8	5	2	0	100%	0%	11%
	Spring 2011	6	12	8	0	0	100%	0%	0%
	Fall 2011	5	13	17	2	0	100%	0%	5%
Physics (Honors)	Fall 2010	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Spring 2011	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 2011	6	26	12	1	0	100%	0%	2%
AP Biology	Fall 2010	2	3	3	1	1	90%	10%	20%
	Spring 2011	2	2	3	1	0	100%	0%	13%
	Fall 2011	0	9	4	1	0	100%	0%	7%

These findings correlate with our desire to align benchmark exams with the California State Standards. Ideally, students will earn grades that correlate with their scores on the respective benchmark exams and California Standardized Tests.

Chapter 2: Progress Report

School's Major Changes

There have been several significant changes at Calistoga Junior/Senior High School since our last WASC visit. A new district superintendent was hired at the end of the 2008-2009 school year, and a new principal and vice principal were hired to begin the 2010-2011 school year. Several new teachers were hired for the 2010-2011 school year as well to replace teachers who were retiring or otherwise leaving the district. Throughout these transitions, however, the district and school have maintained focus on the important goals and work identified during our last WASC cycle and outlined in our district's and site's action and strategic plans.

Schoolwide Critical Areas for Follow-Up

1. Continue Focus on Achievement Gap with Sub-Groups (EL, SED, SPED, Hispanic)

- a. **Special Education** – CJSHS has continued its emphasis on placing special education students into mainstream classes and providing academic support during one designated class a day. We are pleased with the results of this effort, and many of our SPED students are now performing at the proficient or above level on the CMA, CAPA, and CST exams.
- b. **English Learners** – The number of students identified as English Learners has steadily decreased, and the EL students' CST scores continue to improve.
- c. **Strategic Intervention Classes** – These classes were an important part of increasing student achievement and narrowing the achievement gap during the 08/09, 09/10, and 10/11 school years. Continued student improvement has enabled us to consolidate some of these strategic classes, freeing up instructional blocks for more honors classes. Seventh and eighth grade English Language Arts still provide a strategic section at each grade level in order to ensure that students are well prepared as they enter the ninth grade. We continue to transition students in and out of these support classes at the semester based upon data. A strategic class is also provided for students struggling with Algebra I, and we have also added "core" class versions of Algebra I and Geometry in an attempt to help students be more successful in these critical areas.
- d. **After School Program** – We continue to provide a high-quality after school homework support program (CATS). This program is staffed by Amercorps volunteers and credentialed teachers. The program is funded and run with the support of the Calistoga Family Center. In addition to homework and study help, students are provided with multiple opportunities for enrichment and recreation activities.
- e. **CORE Team** – The CORE team of administrators and support staff continues to meet regularly to identify and address at-risk students. In fact, our California Distinguished School commendation was based, in part, on our continued

success in providing critical support to students who for a variety of reasons encounter difficulties.

2. Continued Efforts on Teacher Certification (CLAD and HQT)

- a. All teachers are currently designated CLAD/SDAIE Certified.
- b. All teachers are currently designated Highly Qualified.

3. Expanding the opportunities/options for high performing students

- a. Advanced Placement classes had increased from three to six courses before our last WASC visit during 2009. CJSHS will offer one additional AP course for the 2012-2013 school year, AP World History. In addition, the percentage of AP and honors classes “seats” filled by Hispanic/Latino students has increased dramatically. In 2008-2009, Hispanic/Latinos filled only 18% of the total AP/Honors seats. That number has increased to 66% in 2011-2012 with a total of 324 honors/AP class seats.

4. Focus on professional development addressing curriculum alignment and instructional strategies (differentiated, CLAD/SDAIE)

- a. In 2008-2009 the school had voluntarily secured the services of consultants in order to align courses and instruction to content standards, create pacing guides and benchmark assessments, and use data to make program decisions and adjustments. Work with these consultants continued through the 2009-2010 school year, with the consultants making a final presentation to the Calistoga Board of Education at the beginning of the 2010-2011 school year. The consultants praised CJSHS’s improvements and progress in English Language Arts as well as mathematics. The district and school administration continue to provide opportunities for staff development in order to better serve our EL and ELD students.
- b. All but two staff members in the English Language Arts and ELD programs have been through appropriate textbook training.

5. Purchase and implementation of data disaggregation system to drive curricular program decisions.

- a. All academic departments continue to use the OARS system to create common benchmark and final exams, as well as interpret assessment results in order to make program decisions.

6. Expand the use of the website to better communicate with parents/students (academic status, teacher webpage, classroom/program features)

- a. CJSHS has a well-established and maintained website run in SchoolFusion. Installed in 2010-2011, SchoolFusion allows for seamless integration of the school’s student data management system (PowerSchool), and class websites. For example, when teachers enter upcoming assignments into PowerSchool, the SchoolFusion page for that particular class is updated to reflect the upcoming assignment and due date. Parents and students have logins to view academic information and class pages on the web site.

- b. A handful of teachers have made class websites outside of the Calistoga.k12.ca.us domain, and these are easily linked through SchoolFusion so that parents and students can easily find relevant information.

Chapter 3: Self Study Process

1) The involvement and collaboration of all staff and other stakeholders to support student achievement.

In order to involve the staff more, we convened a Leadership Team two years ago. The first year the Leadership Team was comprised of teachers on campus who were involved in extra-curricular activities: the Athletic Director, the High School ASB Director, the Junior High School ASB Director, and the Yearbook Advisor. Also included on the first year Leadership Team were the Counselor, the SAP Coordinator, and the Vice Principal. We met on the average of twice a month and discussed various aspects of the school, focusing on how we could improve both instruction and culture. We covered topics such as Homecoming week events and planning, Classroom Walk Through protocol and planning, as well as implementing an Honors track across the Science, Math, and English curricula. The Leadership Team also discussed and helped plan upcoming faculty meetings and professional development days throughout the year. During the second year, or the 2011/2012 school year, we have met almost as regularly, but the members of the team have changed slightly. The Principal decided to ensure that a member of the teaching staff from each department was represented on the Leadership Team. This included some of the members from last year's team and some fresh faces including an Art Teacher to represent our electives. The team decided it was not necessary to include the school counselor and the SAP coordinator. We again met and so far have discussed similar topics as last year. Much of the planning for WASC and how we have drafted our Self Study Report has come from these meetings.

The following two paragraphs also appeared in Chapter 1 in reference to our parent/community organizations:

We continue to have a functioning School Site Council (SSC). Although activity on this committee has dwindled recently because of state budget cuts, we have maintained a small SSC for our campus. Members of the SSC include two teachers, three parents, one student, and the Principal. They meet monthly to discuss what is taking place on campus and to generate ideas for improvement. The SSC sponsored a promotional activity to provide our students with gift cards as an incentive to perform well on the state CST or STAR tests. We plan on implementing this activity just prior to Spring Break to help motivate the students to perform well on this year's tests.

We currently meet with several parent groups such as Second Cup of Coffee, *Segunda Taza de Café*, and the English Language Advisory Council (ELAC). The Principal meets with parents on the 3rd Thursday of each month at 8:00 in the morning for the Second Cup of Coffee. This meeting is conducted in English and is primarily with the English speaking parents that want to visit with the Principal to discuss current happenings of the school. Attendance to these meetings is sparse, and that is what prompted the idea of having a *Segunda Taza de Café* ("Second Cup of Coffee" in Spanish) meeting. These meetings take place at 6:30 in the evening on the 4th Thursday of every month and are conducted in Spanish. Attendance to these meetings has been exceptional with between 30 and 50 parents

showing up to discuss with the Principal the current happenings of the school, ask the Principal questions about procedures, and share in parenting ideas from other Latino parents. These group meetings have been effective in helping some of our Latino Families adjust to the culture of American education. In fact, we have a parent group meeting as *Latino Liderazgo* – Latino Leadership – which has presented short biographies on successful Latinos in the U.S. at some of our *Segunda Taza de Café* meetings. The ELAC meets every third Thursday in the evening and a large group of parents normally attends these meetings as well. Our ELAC at CJSHS is combined with CES, the elementary school in town, because of the size of our district. Many of the meetings are conducted at the elementary school because of the space available there. Occasionally we will have an ELAC meeting at our site and we are hoping to have more when the new construction is complete. Our ELAC is functional and we use this opportunity to educate parents on how to best help their students in the classroom.

We organized our Tuesday morning collaboration time this year by establishing a scheduled set of meetings. We meet once a month on Tuesday mornings for faculty meetings, once for department meetings, once for common interest meetings, and this year we tried to dedicate one Tuesday a month to WASC. We do not technically have departments as most traditional schools do; we are a very small school and we do not have official department heads. However, as a collegial staff, we realize the importance of having the opportunity to get together as, for example, English teachers to be able to discuss pacing guides, common units throughout the curriculum, benchmark exams, various teaching/learning strategies in the classroom, etc. For the common interest meetings, we use the time for any grade level meetings, AVID, Project-based Learning (PBL), English Language Development (ELD), or any other special interest groups that may need to meet on campus for any reason. Specific to this year, we have worked hard on generating our WASC report. We have met at least once a month to work on WASC and there have been several months where we have cut into our regular schedule outlined earlier to ensure that we have enough time to focus on our report.

The Student Assistance Program (SAP) is on our campus in conjunction with the Family Center in town. Its primary function is to provide students with the opportunity to get help with anything going on in their lives. For example, a student can get assistance with social issues at school, personal or familial issues at home, or even help with academic struggles if necessary. It has been a great support to many of our students, parents, and community members. We have worked hard to ensure that all of our students are supported in every way possible.

With all of these things put into place and established, the task of coming together and developing the self-study report was a little easier. We began as a faculty and met a few times toward the end of the 2010-2011 school year. In those early meetings, we met to simply generate some ideas and to brainstorm a bit. We began our current school year with some professional development that was centered more on actually writing the report. Our staff was, for the most part, voluntarily divided up into Focus Area Groups and the groups were given their areas and specific prompts to write about. The groups handed in several drafts of their reports and we would read and edit, adding to and taking away from, the drafts that were presented. Once we had a draft we felt more comfortable with, we

invited several parents and students to read the reports along with us. They, too, had the opportunity to edit the drafts of the reports. Once this was completed, we began focusing on our data. We compiled all of the data necessary for the WASC report and we examined the various charts and graphs during a second WASC meeting, to which we invited several parents and students to help. The Focus Groups helped analyze the data, and draw conclusions about our strengths and some of our weaknesses. Having the Leadership Team, the parent groups, and the organized collaboration time in place helped us complete our self-study report and made the entire process that much easier.

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

Much of what we teach in the classroom is aligned to state standards with the goal of improving performance on the California Standardized Tests (CSTs). However, this is merely one of our goals in our approach to teaching our students. We are motivated to generate lifelong learners and productive members of society. Often times when this is accomplished, we realize that we have also helped ensure that a student is scoring at the proficient or advanced levels on the CTSS.

The existing expected schoolwide learning results (ESLRs) were reviewed by the leadership team. The original ESLRs were very thorough, and it was apparent that a lot of time and consideration had been taken to put them into place. However, the current leadership team felt that the ESLRs were a bit too cumbersome and difficult for our students to relate to and apply in their lives. The leadership team met and simplified the ESLRs that were already in place. We wanted to be sensitive to the time and effort that was put into the previous ESLRs and so we reviewed the previous material and kept the main ideas presented. We established the acronym “CATS” as we are the CJSHS Wildcats. Once the leadership team developed an acceptable draft of the newer ESLRs, we took the draft to the faculty and they reviewed and edited the draft. Finally, the draft was put into print and every classroom received a poster of the new ESLRs. We then spent some time during a faculty meeting in January discussing some ideas to present the ESLRs to our students within the classroom to help them understand them and apply them to their learning.

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

Our WASC Coordinator, in conjunction with administration and the office staff, was able to compile the necessary data for this report. However, the staff spent some professional development time just before school started this year analyzing some of the data pertinent to their students’ performance with their subject matter. Some of the time used aided certain members of our staff in examining the data for this report. The data was presented to the Focus Groups along with parents and students and we identified areas of strength and areas of growth. We also spent a little time analyzing patterns and trends in the data over a period of time, within the last five years. The areas of strength and the areas of growth are what we used to help develop our action plan.

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

The Leadership Team and many other stakeholders spent a lot of time reviewing, evaluating, and updating the school's program in relation to the ESLRs, to the state standards, and to the WASC/CDE criteria. All of the stakeholders in this process, our staff, students, parents, and community members have taken part in several meetings where we have taken a closer look at our programs and what they offer our students in the way of curriculum and instruction. A big portion of our time was spent on evaluating the cultural and procedural aspects of our students' lives on campus as well and we feel these things are equally important. All of this effort has combined to form what we believe is an excellent school improvement plan to meet the needs of our students. Evidence of this is provided in a review of the self-study timeline (included in the preface of the self-study) and of the topics of conversation for each of our WASC meetings and the purpose for those meetings that were referenced in the timeline. The WASC/CDE rubrics were used from the very beginning of our WASC process and have been referenced numerous times throughout the generation of this report.

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

The Focus Groups used the first four chapters that were developed during the entire WASC process with primary emphasis on Chapter 4 to develop a long-range action plan to address the overall school's area of need. Each of the Focus Groups determined the Areas of Growth for their specific portions of the report. The Leadership team then used those suggestions to formulate and write the long range action plan. The Leadership Team will be responsible through monthly meetings for monitoring and accomplishing the plan by the end of the following school year.

Chapter 4: Self Study

Focus Group A

Organization & Leadership

Focus Group Members

Certificated

DJ Hein

Kathy Bone

Ben Hartelt

Daemon Williamson

Eric Heitz

Kara Mannix

Classified

Toni Weems

Tomas Arellanes

Parents

Irma Sanchez

Julie Garcia

Paul & Misti Harrell

Jennifer Sakai

Makia Alvarez

Students

Peter Wargo

Carol Tristan

Alondra Marin

Katie Brady

Oscar Espinoza

A1. Organization Criterion

Indicator: *The school has established a clear, coherent vision (purpose) of what students should know and perform; it is based upon high quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.*

Prompt: *Comment on pertinent student/community profile data that has impacted the development of the vision and the expected schoolwide learning results.*

Findings	Supportive Evidence
<p>The Calistoga Joint Unified School District has a mission statement that guides all schools in the district. “We are a collaborative, culturally rich community where a rigorous and innovative curriculum prepares our students to be successful contributors to our global society.” Calistoga Junior/Senior High School has ESLRs, embedded in the acronym C.A.T.S., which stands for: character, achievement, teamwork, and success.</p> <p>The student body, made up of roughly 385 students is approximately 73% Latino and 27% White.</p> <p>Facility upgrades have occurred in 1998 (completion of a bond-financed junior high section of campus), 2004 (modernization of gym, locker rooms and woodshop) and in 2008, two new classrooms and three offices were constructed to replace two dilapidated portable classrooms.</p> <p>Measure “A” was approved in 2010. The bond program was established to improve and renovate Calistoga schools, improve school libraries, upgrade classrooms, modernize computer networks, build a new gym and a cafeteria, install solar energy systems, and replace aging roofs, heating, electrical, plumbing, cooling and ventilation systems.</p>	<ul style="list-style-type: none"> • District Website • Calistoga Student Handbook • Associated Student Body • Leadership Team meetings • Site Council Meetings • Interviews and observations • ESLRs Poster

Development/Refinement of Vision/ESLRs

Indicator: *The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and expected schoolwide learning results are effective.*

Prompt: *Examine the effectiveness of the processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and expected schoolwide learning results.*

Findings	Supportive Evidence
<p>The CJUSD Strategic Planning Team meets regularly to reexamine the District’s vision, craft a strategic plan that supports the vision and expected school wide learning results, and monitor the implementation of the strategic plan. This committee is comprised of representatives from all interested stakeholders, such as administrative personnel, certificated and classified staff, students, parents, and community members.</p>	<ul style="list-style-type: none"> • District Strategic Plan • Strategic Planning Team meetings • Calistoga Family Center • Interviews and Observations • Associated Student Body • Leadership Team

Understanding of Vision and ESLRs

Indicator: Students, parents, and other members of the school community demonstrate understanding of and commitment to the vision and the expected schoolwide learning results.

Prompt: Examine the effectiveness of the processes to ensure involvement of representatives from the entire school community in the development/refinement of the purpose and expected schoolwide learning results.

Findings	Supportive Evidence
<p>The ASB class, in conjunction with the Leadership team, updated the C.A.T.S. acronym in an effort to refocus our efforts toward achieving the expected schoolwide learning results. C.A.T.S. represents our expectations and goals for all Calistoga students.</p> <p>Other opportunities for involvement by the entire school community include ELAC meetings, Second Cup of Coffee/ Segunda Taza de Café, School Site Council, and WASC Focus Group meetings. All of these groups and their respective meetings provide opportunities for parents and community members to meet with administrative and school staff to discuss their interests and concerns. The Calistoga Athletic Boosters, Calistoga Music Boosters, and the Calistoga Education Foundation are also ways for the community to contribute to the culture of their local high school.</p> <p>With the passage of Measure A, interested community members may join the Citizens Oversight Committee to help monitor the construction and modernization projects funded by the bond.</p>	<ul style="list-style-type: none"> • A.S.B. class • Leadership Team • Interviews and Observations • Calistoga Family Center • Calistoga Migrant Education • Calistoga Wildcat Athletic Boosters • Calistoga Music and Arts Boosters • Calistoga Education Foundation

Regular Review and Revision

Indicator: The school is implementing an effective process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs, global, national and local needs, and community conditions.

Prompt: Examine the effectiveness of the process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs, global, national and local needs, and community conditions.

Findings	Supportive Evidence
<p>The Calistoga Joint Unified School District develops and refines a Strategic Plan created by a Strategic Planning Team made up of students, staff, parents, community members, administrators, and Board members. The five strategic goals identified by the CJUSD Strategic Planning Team and adopted by the Board of Trustees for the years 2008-2013 are:</p> <p>GOAL 1: Ensure academic excellence for all students. All of our students will meet or exceed established state standards of performance. The instructional program will provide a responsive and challenging education for every student.</p> <p>GOAL 2: Provide a safe, healthy, and positive school environment.</p>	<ul style="list-style-type: none"> • Meeting minutes: • Strategic Planning Team • Leadership Team • Administrative Management • 2008-2013 Strategic Improvement Plan • 2010-2011 Schoolwide Action Plan • Single Plan for Student

<p>We will create a positive school environment in which students are safe, empowered to take an active role in the school and community and support healthy life choices for themselves and others.</p> <p>GOAL 3: Enhance communication.</p> <p>We will enhance communication among the local and global community.</p> <p>GOAL 4: Develop a positive and unified school community culture.</p> <p>We will develop a positive and unified school community culture, which embraces and celebrates our multi-cultural richness.</p> <p>GOAL 5: Maintain and improve facilities.</p> <p>We will maintain, improve, and provide facilities with an emphasis on the use of social and environmentally conscious practices.</p> <p>These goals and the District's vision umbrella the school's goals and the goals of the Associated Student Body. Working in consultation with the board, and evaluating the Strategic Plan, Calistoga's administration shapes the direction of the school's policies and decisions for that year. Once the school's Leadership Team drafts the plan, it is presented to other shareholders such as the staff, Afterschool (CATS) Program, SAP, AVID, ELAC, and ASB. The goals selected for the current school year are Goals 1, 4 and 5. The Leadership team meets several times each month to set policy, oversee activities, and monitor the culture of the school. The Leadership Team developed C.A.T.S. (Character, Achievement, Teamwork, and Success) to reinforce the school's vision for all students.</p>	Achievement (SPSA)
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A1. Organization: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?

Findings	Supporting Evidence
<p>On the staff development day in October of 2011, Dr. Steven Weiss gave a presentation on current best practices in the field of English Language Education. Continuing focus on curricular program adjustments targeting our low performing English Language learners factors into the direction and planning for staff development.</p> <p>Teachers have presented information they have gleaned from attending AVID professional development. As the AVID program reaches critical mass at CJSHS, the academic performance of English Language learners has improved and the achievement gap has narrowed.</p> <p>In the spring of 2011, six teachers from the English, History, Mathematics, and ELD departments attended a series of five workshops for educators of English Language learners sponsored by the Sonoma County Office</p>	<ul style="list-style-type: none"> • 2010-2011 Schoolwide Action Plan • SPSA • 2008-2013 Strategic Improvement Plan • CLAD, SDAIE training • SCOE ELD Training • 2008 Special Ed. Winter Conference • CMC Conference at Asilomar

of Education.

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supportive Evidence
<p>Schoolwide critical areas for follow up:</p> <p>3. Expanding the Opportunities/Options for High Performing Students – The school is fortunate to have the resources necessary to move their program forward. As a Basic Aid district, the district is fiscally sound and able to provide the financial support to run the program and offer specialized programs such as Woodshop, Drafting, AP/Honors courses and a multitude of academic support classes (ELD, Corrective Reading, and Strategic/Intervention classes).</p>	<ul style="list-style-type: none"> • CJSHS District Website • CJSHS Vision Statement • Interviews and Observations • Leadership Team Meetings • Faculty Meetings • Site Council Meetings • AVID Site Team Meetings • Department Meetings

A2. Governance Criterion

Governing Board

Indicator: *There is clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.*

Prompt: *Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.*

Findings	Supportive Evidence
<p>Calistoga Joint Unified School District's school board members are locally elected public officials voted into office in four-year terms. Every two years, two board members may be up for re-election. This governing board meets once a month and may call additional meetings in times of fiscal or district crisis.</p>	<ul style="list-style-type: none"> • District Website • Calistoga School Board Meetings

Relationship of Governance to Vision and ESLRs

Indicator: *The governing board's policies are directly connected to the school's vision and purpose and expected schoolwide learning results.*

Prompt: *Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.*

Findings	Supportive Evidence
<p>The governing board of CJUSD adopted policies and bylaws that support Calistoga Junior/Senior High School's vision, ESLRS and Mission Statement, as well as the California Content Standards. The district's policies have concrete implications for our instruction, resulting in tools for our use such as PowerSchool, OARS, Blackboard Connect, and Schoolfusion. Here, teachers can access information and assessment data they need to refine and adjust their instruction.</p> <p>In addition to the aforementioned tools, district support has facilitated programs designed to meet specific needs as outlined by our governing board and school's mission statement. Programs implemented at Calistoga as a direct result of this include AVID, the SAP, and Afterschool (CATS) programs.</p>	<ul style="list-style-type: none"> • ESLR poster • District website • Student planners • CJSHS office • Teacher workroom - OARS dedicated computer suite

Understanding Role of Governing Board

Indicator: *The school community understands the governing board's role, including how parents can participate in the school's governance.*

Prompt: *To what degree does the school community understand the governing board's role, including how parents can participate in the school's governance?*

Findings	Supportive Evidence
<p>The school community understands the governing board's role, including ways that parents can participate in the school's governance. Such participation at the school includes School Site Council (SSC), English Language Advisory Council (ELAC), Second Cup of Coffee, and Segunda Taza de Café. The last Segunda Taza de Café was held in the evening and attended by 50 parents and family members. Furthermore, community members, including parents of Calistoga Jr/Sr High School students, can attend the public portion of the school board meetings and can even add items to the agenda. Parents are encouraged to attend board meetings. With the passage of a local bond through Measure A, a citizen's oversight committee has been formed to monitor the progress on the building of a new cafeteria, gymnasium, and multipurpose room/student union.</p>	<ul style="list-style-type: none"> • District website • 2nd cup of Coffee/Segunda Taza de Café meetings • Televised School Board meetings

Governing Board's Involvement in Review/Refinement

Indicator: The governing board is involved in the regular review and refinement of the school's vision and purpose and expected schoolwide learning results.

Prompt: How is the governing board involved in the regular review and refinement of the school's vision and purpose and expected schoolwide learning results?

Findings	Supportive Evidence
As members of the Governing Board, the Trustees are involved in the regular review and refinement of the school's vision and purpose and expected schoolwide learning results by regularly attending Board Meetings where various departments and individuals report on the current status of various projects and the levels of academic student achievement. Trustees also regularly serve on committees; attend award ceremonies, graduations, fund raising auctions, and other community events.	<ul style="list-style-type: none"> School Board Meetings Strategic Planning Team Meetings

Professional Staff and Governing Board

Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Prompt: To what degree is there clear understanding about the relationship between the governing board and the responsibilities of the professional staff?

Findings	Supportive Evidence
The certificated and classified staffs have contracts that describe the responsibilities of each professional staff. With collective bargaining in operation, the ongoing process of negotiations is conducted in good faith between the governing board and the professional staff.	<ul style="list-style-type: none"> Certificated/classified contracts Negotiation meetings Staff meetings School Board meetings

Board's Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school operations, and fiscal health of the school.

Prompt: Comment on the clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school operations, and the fiscal health of the school.

Findings	Supportive Evidence
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<p>The review of student performance is monitored by the site administration. The principal and vice principal report their findings to the governing board at regular intervals throughout the school year. The district office staff oversees all financial transactions carried out on behalf of CJSHS and regularly reports to state auditors. The school district currently maintains a credit rating of A++.</p>	<ul style="list-style-type: none"> • Green and white honor rolls • CST, CELDT, CAHSEE scores • PSAT, SAT, ACT scores • Management meetings • School board meetings
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Complaint and Conflict Resolution Procedures

Indicator: *The established governing board/school's complaint and conflict resolution procedures as they apply to the school's shareholders are effective.*

Prompt: *Examine and comment on the established governing board/school's complaint and conflict resolution procedures as they apply to your school's shareholders.*

Findings	Supportive Evidence
<p>Human Resources, at the district office, handles all situations involving complaints and conflicts experienced by district employees. The CJSHS principal handles conflicts with his/her staff of certificated and classified employees, parents, students, and community members. The vice principal and SAP coordinator handle student conflicts and complaints. Complaint and conflict resolution protocols are provided by the working contracts for district employees. Guidelines for procedures involving students, parents, and community members are more informal and handled on a case-by-case basis.</p>	<ul style="list-style-type: none"> • District office documentation • Staff development • Student handbook/planner • Certificated/classified contracts

A2 Governance: Additional Findings

Indicator: *Consider other information that impacts the degree to which the school is meeting this criterion.*

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supportive Evidence
<p>The governing board and the superintendent have provided resources toward the improvement of academic performance for all CJSHS students. More Honors and Advanced Placement courses have been provided for academically advanced students. AVID trainings and professional development have been subsidized so that CJSHS has a certified AVID program. Support and staff development provided for special education students who are now mainstreamed in all classes. Paraprofessionals work with the special education teachers to support mainstreamed students. Resources are also focused on supporting EL students.</p>	<ul style="list-style-type: none"> • Master schedule • AVID documentation • CST, CELDT, CAHSEE scores • District website

Prompt: *Comment to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supportive Evidence
<p>Schoolwide critical areas for follow up:</p> <ol style="list-style-type: none"> 1. Continue Focus on Achievement Gap with Sub-Groups – A priority of focus for CJSHS staff has been the academic performance of EL students. In the spring of 2011, six teachers from a range of departments attended SB472 English Learner Professional Development Series presented by the Sonoma County Office of Education. For the current school year, staff development began with a presentation on strategies for reaching English Learners. In the past, there have been paraprofessionals provided for EL students in math and English, but not at the current time. 	<ul style="list-style-type: none"> • CST, CELDT, CAHSEE scores • Staff Development agendas • SB472 English Learner binder

A3. Leadership and Staff Criterion

Broad-Based and Collaborative

Indicator: *The school's planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.*

Prompt: *Document that the school planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students and parents.*

Findings	Supportive Evidence
<p>Each year as the faculty decides on site goals, the staff focuses on certain Student Outcomes. The Leadership team and the School Site Council support the site goals with time and resources. Student membership on all major site-based committees lends a student voice and perspective to their policy decisions.</p>	<ul style="list-style-type: none"> • Management meetings • School board meetings • Leadership Team meetings • Site Council Meetings • Master schedule

School Plan Correlated to Student Learning

Indicator: The school's Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected schoolwide learning results, and academic standards.

Prompt: What evidence supports that there is a correlation between the Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected schoolwide learning results, and academic standards?

Findings	Supportive Evidence
Data analysis is also used to identify gaps, target progress of subgroups, and provide formative feedback to monitor the vision of the school. Each spring and fall, data from state and local assessments including STAR, CAHSEE, and OARS are disaggregated by proficiency levels and subgroups, including ethnicity, language, disability, and special programs. Results are compared to previous year targets and goals of the District EL Accountability Plan. These results help the school determine staff development, assessments, and interventions for annual Single Plan for Student Achievement (SPSA) updates. School leaders use the SPSA data to revise, coordinate and monitor actions and to allocate fiscal resources with practices that result in achievement and sustain continuous improvement over time.	<ul style="list-style-type: none"> • CST, CELDT, CAHSEE scores • OARS assessments • Teacher lesson plans • SPSA • ESLRs

Correlation between All Resources, ESLRs and Plan

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources, expected schoolwide learning results, and the improvement schoolwide action plan.

Prompt: What evidence supports the correlation between allocation of time/fiscal/personnel/material resources, expected schoolwide learning results, and the improvement of the schoolwide action plan?

Findings	Supportive Evidence
The results of standardized testing, text-embedded assessments, OARS-based benchmark assessments, teacher recommendation, and staff collaboration have led to the development and support of 11 sections of strategic support classes for English and Mathematics learners. In addition to the academic support classes, CJSHS now offers 15 sections of honors and AP classes in a wide variety of curricular areas. The sections of support and enrichment are all supported by administration with funding, in-service and support.	<ul style="list-style-type: none"> • Master schedule • CST, CELDT, CAHSEE scores • Collaboration time schedule • OARS assessments • SPSA • ESLRs

A3. Leadership and Staff: Additional Findings

Indicator: *Consider other information that impacts the degree to which the school is meeting this criterion.*

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supportive Evidence
The governing board determined that there was a need to have better control of any financial transactions done by and/or for CJSHS and its students. The district office addressed the issue of financial oversight with the implementation of fiscal centralization. All financial transactions conducted by CJSHS, including ASB, gate attendance at sporting events and dances, and club fundraising are now handled by a single designee at the district office.	<ul style="list-style-type: none"> • Staff meeting agenda • Leadership team meetings • ASB/ leadership class

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical needs.*

Findings	Supportive Evidence
<p>Schoolwide critical areas for follow up:</p> <p>5. Purchase and Implementation of Data Disaggregation System to Drive Curricular Program Decisions – The district continues to demonstrate sound fiscal policy. CIUSD has maintained its strong credit ratings, reflecting the District's pragmatic financial management and the stable local economy. This allowed the District to be in the position to purchase a data disaggregation system such as OARS. The school has used this system to help drive curricular program decisions.</p>	<ul style="list-style-type: none"> • District Office • District website

A4. Leadership and Staff Criterion

Employment Policies/Practices

Indicator: *The school has clear employment policies/practices related to qualification requirements of staff.*

Prompt: *Evaluate the clarity of the employment policies/practices related to qualification/statutory requirements of staff.*

Findings	Supportive Evidence
The district uses EDJOIN to advertise for available teaching positions with job descriptions approved as per the union (CAT) agreement. The district also works in conjunction with Napa County Office of Education to ensure that all teaching staff remains highly qualified according to NCLB by monitoring teachers' credentials.	<ul style="list-style-type: none"> • Staff Handbook • Board policies • Education Code

Qualifications of Staff

Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training and preparation.

Prompt: Evaluate the procedures to ensure that staff is qualified based on staff background, training and preparation.

Findings	Supportive Evidence
The principal and director of personnel work with NCOE to make sure that all teaching staff is highly qualified according to NCLB. As a small school in a small district, certain employment exemptions apply but are not currently invoked.	<ul style="list-style-type: none"> • Staff handbook • Board policies • Education Code

Maximum Use of Staff Expertise

Indicator: The process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning is effective.

Prompt: How effective is the process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning?

Findings	Supportive Evidence
The process of determining staff assignments is effective because teacher input is valued and used. When a teaching need arises, the principal approaches teachers for assistance and a resulting solution is agreed upon by both parties. When teachers make educational needs known to the principal, he honors these requests when it is in the best interests of students.	<ul style="list-style-type: none"> • Master schedule • Leadership Team meetings • Interviews and Observations

Defining and Understanding Practices/Relationships

Indicator: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: Evaluate the administrator and faculty written policies, charts and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the clarity and understanding of these by administration and faculty.

Findings	Supportive Evidence
The principal and union president work closely to ensure that administration and staff are aware of and comply with contract and board	<ul style="list-style-type: none"> • Leadership Team meetings • Staff meetings

policy. The Leadership Team meets twice monthly to review policy and propose any changes deemed necessary for the good of the school. The administration then approaches the staff as a whole to discuss any changes in policy. When appropriate, changes in policy are voted on by the staff.

- Staff Handbook
- Board Policy

Internal Communication and Planning

Indicator: *The school has effective existing structures for internal communication, planning, and resolving differences.*

Prompt: *How effective are the existing structures for internal communication, planning, and resolving differences?*

Findings	Supportive Evidence
<p>The structure of the Tuesday morning Common Planning time has been effective in that it has allowed regular communication and planning between colleagues in the same department and across the curriculum. For the 2011/2012 school year, the leadership team approached the staff with the idea of organizing the Tuesday morning Common Planning time so that we have one Tuesday a month dedicated to faculty meetings, one for department meetings, one for common interest/grade level meetings, and one for WASC meetings.</p> <p>Email is the preferred method of communicating concerns and ideas. There is a written record of conversation threads and differences of opinion are recognized, understood, and honored.</p>	<ul style="list-style-type: none"> • Faculty Meetings • Leadership Team meetings • Department Meetings • Common Interest/Grade Level Meetings • Email correspondence

Staff Actions/Accountability to Support Learning

Indicator: *The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning. This includes an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, group presentations.*

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning? Include comments on the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, and group presentations?*

Findings	Supportive Evidence
<p>The sharing and communicating of ideas is an informal process. The Leadership Team guides the decision making process for professional staff development. Whether in person or through email, the principal and vice principal have established an open door policy for staff to voice their agendas</p>	<ul style="list-style-type: none"> • Collaboration/Planning Time Schedule • School budget

and ideas. All requests for professional development have been granted in an effort to encourage teachers to expand their knowledge and promote lifelong learning. Examples include AVID Summer Institute, PBL workshops, and Math, Science, and P.E. regional conferences.

- Leadership Team meetings
- Staff Development agendas
- Interviews and Observations

Evaluation of Existing Processes

Indicator: *The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.*

Prompt: *To what extent does the school leadership regularly review the existing processes to determine the degree to which the actions of the leadership and staff focus on successful student learning?*

Findings	Supportive Evidence
The Leadership Team conducts an annual formal review of these processes. There is also an ongoing informal assessment of the efficacy of these processes done by the principal and vice principal through communication with staff, students and parents.	<ul style="list-style-type: none"> • SPSA • Strategic Plan • District, Administrative and Staff Development

A4. Leadership and Staff: Additional Findings

Indicator: *Consider other information that impacts the degree to which the school is meeting this criterion.*

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supportive Evidence
In addition to the assessment of data and instruction, Staff Development days incorporate presentation of academic strategies for schoolwide achievement in the form of strategies from AVID and English Language Development workshops attended by teachers and then presented to staff. Teachers attend subject specific conferences in mathematics, English language arts, science, and physical education. Backwards lesson planning, reciprocal teaching and Project-based Learning are examples of innovative instructional strategies used by teachers at Calistoga Jr/Sr High School.	<ul style="list-style-type: none"> • Staff Development agendas • AVID documentation • OARS benchmark results • CST, CELDT, CAHSEE scores

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supportive Evidence
<p>Schoolwide critical areas for follow up:</p> <p>4) Continue to Focus on Achievement Gap with Sub-Groups – The academic achievement gap is a priority of focus for CJSHS. The English Development program has undergone various manifestations over the years as the composition of the EL student body changes. CJSHS has offered three separate levels of ELD classes. Currently, there are two multilevel ELD classes offered. In years past, there was a bilingual aide dedicated to supporting EL students in their academic classes.</p>	<ul style="list-style-type: none"> • Master schedule • ELD class lists • ELD curriculum • CST, CELDT, CAHSEE scores • OARS benchmark results

A5. Leadership and Staff Criterion

Support of Professional Development

Indicator: The school effectively supports professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected schoolwide learning results.

Prompt: How effective is the support of professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected school wide learning results?

Findings	Supporting Evidence
<p>Calistoga Junior/Senior High School has a staff of 23 certificated teachers. Low teacher turnover promotes a stable and personal learning community dedicated to education for all. Their teachers have an average tenure of over 11 years. In the 2004-2005 school year, 96% of certificated staff members were either CLAD or SDAIE certified to teach English language learners. By 2009, 100% of certified staff holds a CLAD or SDAIE certification. As of 2009, 100% of certificated staff are “highly qualified” as per NCLB. These facts aid in ensuring our students achieve the academic standards and expected schoolwide learning results because all of our teachers are qualified to help our students the best way possible.</p>	<ul style="list-style-type: none"> • Strategic Improvement Plan 2008-2013 • Interviews, observations • Faculty meetings minutes • Leadership Team minutes • Management meetings • School Accountability Report Card 2008-2009, 2009-2010 • Site Council meeting minutes

Supervision and Evaluation

Indicator: *The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.*

Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of staff?*

Findings	Supporting Evidence
<p>Prospective teachers must go through a rigorous process beginning with an interview panel comprised of the principal, department reps, parents and students. Successful applicants must hold CLAD and or SDAIE certification and appropriate credentials to meet NCLB guidelines. At least three letters of recommendation, a writing sample, teaching portfolio, and sample lessons may be required.</p> <p>All teachers are evaluated per the contract and state law.</p> <p>The annual process of developing site goals and aligning professional development with these goals has been initiated as a structure for leadership and staff. Programs such as CLAD and SDAIE emphasize and support teachers in instructional techniques that accommodate the learning needs of all students. In 2000, CJHS recommitted to identifying barriers to achievement, planning collaboratively, and participating in professional development focused on secondary literacy and English language acquisition. Through District-supported weekly collaboration time for teachers and funded staff development buy-back days; our students have validated our efforts by raising their achievement and being recognized as a 2010 California Distinguished School, specifically for the Student Assistance Program (SAP) and Advancement Via Individual Determination (AVID).</p>	<ul style="list-style-type: none"> • Meeting minutes • Leadership Team meeting • AVID site team meeting • Interviews and Observations • CLAD, SDAIE training and other staff development

Measurable Effect of Professional Development

Indicator: *There are effective operating processes that determine the measurable effect of professional development on student performance.*

Prompt: *Comment on the processes and their effectiveness in determining the measureable effect of professional development on student performance.*

Findings	Supporting Evidence
<p>In 2007, CJSHS earned a Statewide API rank of 4 and a Similar Schools API rank of 2. In 2009, those measures increased to a Statewide API rank of 6 and a Similar Schools API rank of 9. On the 2009 AYP, CJSHS met the criteria in all areas except for graduation rate; the number of students did not meet the minimum required for measurement.</p>	<ul style="list-style-type: none"> • 2008-2009, 2009-2010 School Accountability Report Card • STAR, CAHSEE, CELDT data • OARS benchmark results

In the 2009-2010 school year, 19.1% of the school's students were enrolled in the 6 AP courses offered at CJSHS.

The school leadership team supports CJSHS by helping to identify achievement gaps and learning needs so strategies and professional development and site resources can be aligned to school and district goals for excellence.

We began our preparation for the WASC accreditation visit during the Spring semester of 2010/2011. On the first staff development day of the 2011/2012 school year, the staff continued preparing for the six-year WASC self-study and review. All stakeholders, including administration, certificated staff, classified staff, students, parents and community members work together to assess and identify areas of growth and strength as well as areas of need.

A5. Additional Findings

Indicator: *Consider other information that impacts the degree to which the school is meeting this criterion.*

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
On the staff development day in October of 2011, Dr. Steven Weiss gave a presentation on current best practices in the field of English Language Education. Continuing focus on curricular program adjustments targeting our low performing English Language learners factors into the direction and planning for staff development. In the spring of 2011, six teachers from the English, History, Mathematics, and ELD departments attended a series of five workshops for SB472 English Learners Professional Development sponsored by the Sonoma County Office of Education.	<ul style="list-style-type: none"> • 2010-2011 Schoolwide Action Plan • 2008-2013 Strategic Improvement Plan • CLAD, SDAIE training • English Language Development Training • 2008 Special Education Winter Conference

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supportive Evidence
<p>Schoolwide critical areas for follow up:</p> <p>4) Focus on Professional Development Addressing Curriculum Alignment and Instructional Strategies – Teachers have presented information they have gleaned from attending AVID professional development. As the AVID program reaches critical mass at CJSHS, the academic performance of English Language learners has improved and the achievement gap has narrowed.</p>	<ul style="list-style-type: none"> • Staff development agenda • AVID documentation • CST, CELDT, CAHSEE scores • OARS benchmark results

A6. Resources Criterion

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school's vision and purpose and student achievement of the expected schoolwide learning results and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: Evaluate the relationship between the decisions about resource allocations, the school's vision and purpose and student achievement of the expected schoolwide learning results in the academic standards. Additionally, comment on the extent to which the leadership and staff are involved in the resource allocation decisions.

Findings	Supportive Evidence
In addition to the district budget, CJSHS makes good use of funding opportunities provided by various entities like the Calistoga Education Foundation, Calistoga Athletic Boosters and Calistoga Music and Arts Boosters, along with grant-funded programs like Safe School Ambassadors, Friday Night Live and other social issue awareness outreach. The administration uses the ESLRS to guide the allocation of these funds. Availability of resources factor into formal and informal communication; such as department level meetings, Leadership Team meetings, faculty meetings, and management meetings.	<ul style="list-style-type: none"> • School Site Council • Leadership Team • Friday Night Live • Clos Pegase agreement • CEF • Napa Learns • Napa Valley Heritage Foundation

Practices

Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Prompt: Evaluate the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this can be more district-based than school-based.)

Findings	Supportive Evidence
Through the district office, the Director of Business Services meets approximately three times per year with the site administration to review and	<ul style="list-style-type: none"> • Board meeting agenda • Board Policy

assess business and accounting practices. The school is audited by the state two times per year.

- Education Code

Facilities

Indicator: *The school's facilities are adequate to meet the school's vision and purpose and are safe, functional, and well maintained.*

Prompt: *Determine if the facilities are adequate to meet the school's vision and purpose and are safe, functional and well maintained.*

Findings	Supportive Evidence
The district has recently hired a Director of Maintenance to oversee the GOB construction project of the new multipurpose facility. The school regularly passes the Williams Case evaluation and visit, providing access to textbooks and learning materials for all students, thereby giving access to the curriculum for all students.	<ul style="list-style-type: none"> ● Williams Evaluation results ● Board Meeting agendas ● Informal visits ● Informal observations.

Instructional Materials and Equipment

Indicator: *The procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.*

Prompt: *Evaluate the effectiveness of the procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials.*

Findings	Supportive Evidence
The District provides current instructional materials and textbooks, maintains classroom sizes of 33 students or less, with 26 students or less in laboratory classes. Instructional aides are also provided to assist the special education teachers in the mainstreaming and academic achievement of students with special needs. The District works in conjunction with Napa County to offer state-of-the-art technology and a highly qualified instructor for media and computer classes at CJSHS. The County provided a Smart Board and classroom computers. The District also provides classroom computers, projectors, and document readers.	<ul style="list-style-type: none"> ● CJSHS District Website ● CJSHS budget ● CJSHS Vision Statement ● Interviews and Observations ● Leadership Team Meetings ● Faculty Meetings ● Site Council Meetings ● AVID site Meetings

Well-Qualified Staff

Indicator: Resources are available to enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.

Prompt: Determine if the resources available enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.

Findings	Supportive Evidence
The school is fortunate to have the resources necessary to move their program forward. As a Basic Aid district, the district is fiscally sound and able to provide the financial support to run the school and offer specialized programs such as Woodshop, Drafting, AP/Honors courses and a multitude of academic support classes (ELD, Corrective Reading, and Strategic/Intervention classes).	<ul style="list-style-type: none"> • NCOE • ROP • District office

Long-Range Planning

Indicator: The district and school's processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the expected schoolwide learning results are effective and are regularly evaluated.

Prompt: Evaluate the district and school's processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the expected schoolwide learning results.

Findings	Supportive Evidence
<p>CJUSD facilitates Strategic Planning meetings for all stakeholders, including students, parents, community members, staff, administration, and the school board. Every five years a new plan is developed and then continuously evaluated and refined by the Strategic Planning Team.</p> <p>Last year, the community of Calistoga voted to fund a bond measure for the construction of a new gymnasium/multipurpose building. With a history of conservative financial management, Calistoga Joint Unified School District is solvent. The District maintained its strong credit ratings, reflecting the District's pragmatic financial management and the stable local economy. Standard & Poor's assigned the District a "AA" rating, and Moody's Investors Service assigned a rating of "Aa1," only one notch below the highest possible rating of "AAA". The District's commitment to attracting and retaining highly qualified staff is reflected in the salary schedule, which compares favorably with other districts in the state.</p>	<ul style="list-style-type: none"> • District Office • District website • ESLRs

A6. Resources: Additional Findings

Indicator: *Consider other information that impacts the degree to which the school is meeting this criterion.*

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supportive Evidence
The district has made a considerable effort to involve all stakeholders in the building of the new gymnasium/student union. Students, staff, and community members were consulted throughout the design process. A citizens' oversight committee has been formed to monitor all aspects of the project.	<ul style="list-style-type: none"> • District website • Weekly Calistogan • Calistoga Tribune • District Office

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supportive Evidence
<p>Schoolwide critical areas for follow up:</p> <p>6) Expand the Use of the Website to Better Communicate with parents/students – CJSHS has very close ties with the community. The district developed a revamped the district/school website at the beginning of the 2010/2011 school year. The website welcomes community members to explore student academic information by providing a direct link to the SIS PowerSchool. CJSHS regularly posts updates to the upcoming modernization projects, as campus is open to the surrounding neighborhood and members of the community truly feel as though CJSHS is "their" school. They attend meetings and give input on a regular basis.</p>	<ul style="list-style-type: none"> • Weekly Calistogan • Calistoga Tribune • Strategic Planning agendas • Strategic Planning Team • District/School Website

WASC Category A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Strengths and Growth Needs

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Strength

- The District has demonstrated fiscally responsible decision-making as evidenced by the recent sale of bonds and the excellent credit rating the District received.
- Our Facilities continue to receive ratings of “Good” and with the approval of Measure A in 2010, the district received authorization to sell bonds and build a new gymnasium – “Events Center” and a new kitchen/multi-purpose room – “Student Union.”
- The District Strategic Planning Committee met semi-annually previously and continues to meet annually in order to better meet need the academic needs of our students.
- District, Board, and other governing policies are in place and effective. These policies are re-evaluated on a regular basis.
- School Board Meeting information is posted on the District website. All Stakeholders are encouraged to attend monthly board meetings.
- There is a set monthly schedule for Tuesday morning common planning time meetings.
- A variety of Professional Development opportunities are available to staff members.
- 100% of the CJSHS staff is highly qualified.
- The district is able to provide all necessary educational materials to our students to ensure their needs are met.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- The teacher evaluation process is due for an update. The teacher’s union and the district are in agreement that this is a need and are working together to make plans for changes.
- The need exists to align the Single Plan for Student Achievement with the Schoolwide Critical Areas for Follow-up that result from the WASC process. This will be done in the future planning and development of the SPSA.
- Further develop the use of OARS throughout campus. Provide ongoing training with how to best use the system and develop standards based benchmark exams.

Focus Group B

Standards-Based Curriculum

Focus Group Members

Certificated

Phil Sary

Roger Stone

Richard Johnsen

Judy Dunn

Erik Parry

Classified

Judy Gonzalez

Margarita Alfaro

Juan Hernandez

Parents

Mary Leonard-Wilson

Lourdes Avila

Jolene/David Hughes

Karen Maxfield

Veronica Guzman

Students

Zak Hoage

Estefana Caratachea

Jasmine Pochini

Katya Rodriguez

Griffin Rodolff

Category B: Standards-based Student Learning: Curriculum

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

Current Educational Research and Thinking

Indicator: *The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.*

Prompt: *Provide examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
Critical thinking skills of all students have become a high priority goal for educational institutions and Calistoga High School is no different. Typical summative assessments and state testing instruments measure student progress. Formative assessment techniques allow our staff to identify and respond to individual student learning needs. By adjusting teaching strategies we improve learning equity for previously underachieving students. Teachers communicate student learning goals and direct teaching strategies based on expected outcomes.	<ul style="list-style-type: none"> • STAR • Benchmark Exams • Standards Based Tests • Varied Assessments • IEP/504 Plans • CELDT Scores for Placement • District ESLRS • Course Outlines • Pacing Guides • Approved AP Outlines

Academic Standards for Each Area

Indicator: *The school has defined academic standards for each subject area, course, and/or program.*

Prompt: *To what extent are there defined academic standards for each subject area, course, and/or program?*

Findings	Supporting Evidence
All courses and teaching materials have been aligned with California State Standards. All-new standards-based textbooks have been purchased. Many release days were provided for the alignment of curriculum with the state standards. The district purchased OARS (Online Achievement and Reporting System) and provided in-service time to develop quarterly benchmark exams for all standardized courses. These exams provide quarterly progress reports on student achievement and allow teachers to reteach, spiral, and scaffold their curriculum.	<ul style="list-style-type: none"> • Benchmark Exams • Textbooks • Inservice With Oars • Re-Teach Weak Areas • Teacher Lesson Plans • Renaissance Math

Although common core standards have not been the focus and/or emphasis of professional development to this point, the leadership team is aware of and preparing to implement a common core standard-focused professional development.

Congruence

Indicator: *There is congruence between the actual concepts and skills taught, the academic standards and the expected schoolwide learning results.*

Prompt: *To what extent is there congruence between the actual concepts and skills taught, the academic standards and the expected schoolwide learning results?*

Findings	Supporting Evidence
<p>A strategic planning committee composed of the district superintendent, board members, faculty, students, concerned parents, and community members have been instrumental in developing district-wide strategic goals. The state standards and the district-created strategic goals have become our educational goals. Our student population makes it critical to have a coordinated effort across the disciplines to teach skills and concepts that support our goals. There can be no confusion about what are the expected student outcomes.</p> <p>Our leadership team convened at the beginning of the 2011-2012 school year to address the CJSHS ESLRS. After compiling historical data, we realized a lot of work had been done in the past in this area. However, we also realized there was a need to update and consolidate the breadth of information available. We gleaned the necessary components from the previous work, and established a set of ESLRs that provide all stakeholders, especially our students, a meaningful yet quick reference.</p>	<ul style="list-style-type: none"> • Strategic Planning Minutes • Board Reports • District Strategic Goals • Knowledge/Skills/Attitudes • Course Standards Aligned to State Standards • ESLRs

Student Work — Engagement in Learning

Indicator: *The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the schoolwide student goals (ESLRs).*

Prompt: *How does the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide student goals (ESLRs)?*

Findings	Supporting Evidence
<p>Backward planning and a clear understanding of standards based learning have given teachers the ability to measure student progress. Seventh through twelfth grade articulation gives teachers the ability to teach and revisit important standards and demonstrate student progress. STAR testing and benchmark exams indicate student engagement in learning. Project-based learning and standardized scoring rubrics indicate student</p>	<ul style="list-style-type: none"> • Teacher Lessons • Scoring Rubrics – English • STAR Results • AP Results & Enrollment • OARS Results & enrollment • New AP & Honors Curriculum

engagement in learning. Increased enrollment in honors and advanced placement classes indicate student engagement in learning.

- Pacing Guides
- Course Outlines

Accessibility of All Students to Curriculum

Indicator: *A rigorous, relevant and coherent curriculum to all students is accessible to all students. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students.*

Prompt: *What have you learned about the accessibility of a rigorous, relevant and coherent curriculum to all students? What did you learn from examining the demographics and situation of students throughout the class offerings? How do the instructional practices and other activities facilitate access and success for special needs students?*

Findings	Supporting Evidence
<p>All special education students are mainstreamed in academic classes. Aides provide special support in class and students are given accommodations based on their Individualized Educational Plans. ELD students are encouraged to leave the sheltered environment and join classes instructed in English as soon as possible. A Spanish-speaking aide is provided for home communication with parents that need interpretation. A very active AVID program helps develop study skills in students needing a "boost" into higher-level course work. STAR scores and teacher recommendations are used for student placement, but students are always encouraged to take more rigorous courses if they so desire. Our staff provides daily after school study sessions during our Calistoga After School Team for Success (CATS) afterschool tutorial program.</p>	<ul style="list-style-type: none"> • Class Lists • Special Ed. Lists • ELD Lists • Master Schedule • Honors Enrollment • AVID Lists

Integration Among Disciplines

Indicator: *There is integration among disciplines at the school.*

Prompt: *To what extent is there integration among disciplines?*

Findings	Supporting Evidence
<p>All science classes emphasize math and English skills. All classes emphasize reading and writing skills to varying degrees. Math skills are reviewed when applicable to science work and labs.</p> <p>Math is applied in art, especially in terms of perspective and proportion in drawing, painting, sculpting, and ceramics. Our industrial arts program uses and emphasizes math concepts for mechanical drawing, CAD, building design and production, and for writing price quotes for building projects.</p> <p>Physical education and life skills classes promote writing and use some science with reports and written assignments.</p>	<ul style="list-style-type: none"> • Collaboration Time Schedule • Course Curriculum • Interdisciplinary Planning • Pre-Requisite • Math Sequential Course Work • Science Sequential Course Work • Cultural/Linguistic Class Lists

<p>Junior high science finals are standards based; students must explain what standards were met during their presentations. They must also tie their areas of emphasis to solving non-science studies.</p> <p>From 7th grade through 12th grade our classes spiral into each other with each subsequent class building on the knowledge learned in previous classes.</p> <p>AVID is integrated into most subjects, <i>i.e.</i>, note taking (Cornell Notes) techniques are encouraged across the curriculum.</p> <p>The California Standards, <i>Frameworks</i>, and <i>Caught in the Middle</i> have been used to assist our school to achieve learning results that are aligned with federal, state, and community expectations and standards.</p> <p>As many hands on lab projects as possible are integrated into the junior high and senior high science curriculums. Class sizes are usually small enough to ensure that these activities can be enjoyed safely.</p> <p>Tuesday morning collaboration time is often used to articulate curriculum between class levels and departments. The junior high science curriculum prepares students for high school science classes.</p> <p>Classes are fully integrated culturally, linguistically, and in terms of mainstreaming special needs students. Aides are present to assist special needs students and upper grade students are often in class to help those with language challenges.</p> <p>Benchmark exams are used to assess student progress quarterly and re-teaching is done when needed.</p> <p>Our master schedule is constructed using STAR scores, class mastery, and student need in mind.</p> <p>Our after school (CATS) program offers significant extra help, and a quiet place of study, for those students who wish to utilize that service.</p> <p>We have traditionally had college level courses, taught by the local community college available for interested students. Such offerings are dependent on the financial ability and willingness of the college to offer such classes.</p>	<ul style="list-style-type: none"> • Small Class Sizes – Class Lists • Pupil:Teacher Ratio • Course Outlines • Lesson Plans • Pacing Guides • After School Tutorials • Master Schedule • Articulation Committee
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Curricular Development, Evaluation, and Revisions

Indicator: *The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.*

Prompt: *Comment on the curriculum review, evaluation, and review processes for your program area, including graduation requirements, credits, grading policies, and homework policy. Comment on the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.*

Findings	Supporting Evidence
<p>Each Tuesday morning, school starts at 9:40 a.m. This allows staff members time for curricular articulation and evaluation between the grades and disciplines. A leadership team evaluates curricular offerings and helps establish a master schedule. College coaches work with seniors to help with college admissions and provide feedback to staff about necessary curricular changes. Staff members use their benchmark exam scores and star test results to develop enhanced teaching techniques and revise curricular content. Honors classes have been established with specific curriculum designed to increase A.P. enrollment. A.P. courses have provided course curricular outlines for approval by the College Board. Suggestions for revisions and curricular adjustments come from ELD, special education, and teacher developed assessments. Teachers evaluate, revise, and revisit.</p> <p>Board Policy dictates graduation requirements regarding required courses and the proper amount of credits needed for graduation. CJSHS currently has a 7 period day for both the Junior and Senior High School schedules. Unfortunately, at the current time, much of the flexibility in determining our class schedule is limited by when the elementary school can deliver food for lunch to our campus. Upon completion of our new kitchen/cafeteria, the leadership team will meet in conjunction with district office leadership to study our options for adjusting the bell schedule, amount of classes offered, and the graduation requirements for CJSHS.</p> <p>CJSHS provides all of their students with a student planner at the beginning of each year that contains both our grading and homework policies. Students also receive a syllabus for each of their classes from their respective teachers that includes these same policies for each class.</p> <p>All of these policies and processes are in place to ensure that every one of our students has the opportunity to receive a challenging, coherent, and relevant curriculum. The leadership team meets often and when a concern arises in one of these areas they take the time to discuss possible changes if necessary.</p>	<ul style="list-style-type: none"> • Master Schedule • College Coach Program • Leadership Team • Course Offerings • AP Outlines • Course Outlines • Student Planner • Teacher Handbook

Policies-Rigorous, Relevant, Coherent Curriculum

Indicator: *The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.*

Prompt: *What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings, e.g., master class schedule and class enrollments?*

Findings	Supporting Evidence
All students regardless of ethnicity or economic background are encouraged to complete a rigorous course of study designed to allow them the	<ul style="list-style-type: none"> • Distinguished School Awards

<p>opportunity for higher education. Our special education and IEP students are taking academic courses designed for graduation and preparation for higher education. Our ELD students receive support and are included in as many mainstream academic courses as appropriate for their readiness. Calistoga High School is seventy-three percent Hispanic and, coincidentally, seventy-three percent (the same percentage of Hispanic students, but not the same students) socio-economically disadvantaged. These students comprise the majority of our A.P., honors, and academic classes. We have set high standards for our students, and they have responded with two “Distinguished School Awards” in six years, continued improvement on our API scores, and improvement on our STAR scores. Course offerings are evaluated within departments and by the faculty during release time. Attention is not only given to the continuum from lower to upper division course offerings, but also between our junior and senior high school curriculum. We have learned that our students are very capable, and that we should set the academic bar high.</p>	<ul style="list-style-type: none"> • Master Schedule • Class Lists • API/AYP/STAR Results
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Articulation and Follow-up Studies

Indicator: *The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Prompt: *Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
<p>Calistoga Junior/Senior High School is located on one campus. Essentially, we are one combined student body. Many teachers are assigned both junior and senior high school courses. Faculty members hold joint faculty meetings, share release days and have Tuesday planning time together. We function as one highly coordinated institution. There is one administration for both schools. Our leadership committee continually makes recommendations for improvement of curriculum and course offerings. We articulate on a daily basis. Our administration meets weekly with the administrators at our one feeder elementary school. In the spring, the elementary students visit our campus for orientation. There is an articulation committee between CJSHS and the elementary school that meets twice each spring to articulate between the schools and help make the transition between schools easier for our incoming 7th grade students.</p> <p>During their Freshman, Sophomore, and Junior years, all our students go on visitations to local colleges and universities (Sonoma State, Berkeley etc.). Our AVID students make similar visitations. We have a yearly “College Night” in which two and four-year colleges, university, and technical schools make presentations. Each year our college coaches work with students on admissions and scholarship opportunities. Each year we have a group of graduates form a college panel and discuss their experiences. They also provide information</p>	<ul style="list-style-type: none"> • Articulation Committee • JH/HS Articulation • JH/HS Crossover in Math • Master Schedule • College Visitation Schedule • Leadership Team • Communication with Higher Ed. • College Night Program

about their Calistoga educational experience and about our strengths and weaknesses. One of our weaknesses in this area is that we do not keep a database of recent graduates that could provide more feedback. A possible solution could be the promotion of an active alumni association.

B1. Curriculum: Additional Findings

Indicator: *Consider other information that impacts the degree to which the school is meeting this criterion.*

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
<p>CJSHS made an effort to pilot a Project-based Learning (PBL) curriculum in some classes based on teacher volunteers. Eight among twenty-three teachers expressed an interest in attending PBL training in the summer of 2011. Six of these teachers attended the training and began using some of the techniques and strategies in their classrooms. However, as the year progressed, the school was not prepared to meet the technological needs that an effective PBL curriculum requires. The Leadership Team continues to look at ways to overcome this challenge. One of which is to continue to work with NapaLearns in the development of a sound budget and program plan to provide a way for PBL to continue.</p> <p>CJSHS sent eight teachers to AVID Summer Institute to further the development of AVID strategies school wide. We continue to make AVID strategies a regular part of our learning day in as many classes as possible. We have found that we have many students on our campus that fit the AVID criteria and that this program has been very beneficial to our students as evidenced in our Distinguished School Report for 2010/2011.</p>	<ul style="list-style-type: none"> • ESLRS • Board Reports/Meetings • CJSHS PBL budget/plan • Lesson Plans • Master Schedule • STAR Results • Distinguished School Report

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
<p>Schoolwide critical areas for follow up:</p> <p>1) Continue Focus on Achievement Gap with Sub-Groups (EL, SED, SPED, Hispanic) – With the emphasis that CJSHS has placed on equal access for all students to a rigorous and challenging curriculum, the achievement gap with sub-groups is closing, but there is still more work to be done. All five of the areas listed: SPED, EL, Strategic, after school program (CATS), and CORE Team have been impacted by the rigorous course offerings. In addition, some of these areas have become a support to the others.</p> <p>3) Expanding the opportunities/options for high performing students – The emphasis placed in adding honors courses and additional AP courses has afforded high performing students to challenge themselves. In addition, our</p>	<ul style="list-style-type: none"> • Board Reports • Master Schedule • API/STAR test result data • AP student enrollment chart • Master Schedule

<p>high performing student numbers have increased as more students have challenged themselves to increase their abilities, especially our Hispanic/Latino population.</p> <p>4) Focus on professional development addressing curriculum alignment and instructional strategies – The work that CJSHS teachers can do during Tuesday morning common planning time has enabled several teachers to work together and align curriculum when similar projects or assignments are given. Some professional development time was used during the 2011/2012 school year to help our staff better serve our EL and ELD students.</p> <p>5) Purchase and implementation of data disaggregation system to drive curricular program decisions – CJUSD purchased OARS for the use of our teachers to help track and manage their students' data. Many teachers use OARS to develop benchmark exams to ensure curriculum alignment.</p>	<ul style="list-style-type: none">• Faculty Meeting, Professional Development Agendas• Benchmark Exams
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B2. Curriculum Criterion

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

Variety of Programs — Full Range of Choices

Indicator: *All students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options. The school provides for career exploration, preparation for postsecondary education and pre-technical training for all students.*

Prompt: *What have you learned regarding the extent to which all students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options? How does the school provide for career exploration, preparation for postsecondary education and pre-technical training for all students?*

Findings	Supporting Evidence
<p>All students have access to a rigorous and challenging curriculum. Calistoga Junior/Senior High School has a wide range of courses designed to meet the needs of all students. College preparatory course work is emphasized and graduation requirements support a model in which all students will have the skills necessary to pursue higher education beyond high school.</p> <p>Junior high school students have opportunities to advance to higher level mathematics courses. Honors courses are available for junior high school students as well as a strong AVID program which is designed to enhance student organization, study habits, and academic success. ELD programs are available for English Language Learners. Junior high school students also have a wide variety of electives that include instrumental and vocal music, art, drafting, woodshop, and life skills. There are also basic skills strategic support classes at the junior high school level. Special Education students are included in regular junior high school classes with strong support from resource teachers.</p> <p>High school students have a wide range of academic courses to choose from that includes AP and honors level courses in mathematics, sciences, English, history, government, and art. The foreign language department offers beginning to advanced levels in both Spanish and French. As in the junior high school, the high school curriculum also has strong programs for ELD and Special Education students. The AVID program continues throughout high school. Many elective courses round out the curriculum with art, drama, vocal and instrumental music, drafting, architecture, woodshop, construction, life skills, yearbook, Associated Student Body (ASB), Calistoga TV, and a wide range of computer courses.</p>	<ul style="list-style-type: none"> • Class Lists • Master Schedule • Community Organizations • Course Offerings • Course Standards • AVID • SAP Program

Student-Parent-Staff Collaboration

Indicator: *Parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals.*

Prompt: *To what extent do parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals?*

Findings	Supporting Evidence
<p>Parent and community involvement is essential to our school success. Parents are invited to monthly meetings with the school administration through Second Cup of Coffee and Segunda Taza de Café, and parents are welcomed to our campus as visitors to classrooms.</p> <p>Calistoga Junior/Senior High School receives strong support from parents and community members. Three organizations, the Calistoga Education Foundation, the Calistoga Wildcat Athletic Boosters, and the Calistoga Music and Arts Boosters, work to supplement the junior high and high school curriculum. Other local service organizations such as the Rotary Club and the Lions Club also support the school. Parent involvement is encouraged. Members of the faculty join with parents to form our School Site Council. In addition, the English Learners Advisory Council supports the school.</p> <p>Teachers work collaboratively within departments, and often work outside their departments on interdisciplinary projects. Time is set aside on Tuesday mornings to provide opportunities for teachers to meet and work together.</p> <p>Calistoga Junior/Senior High School has a strong Leadership program. The Associated Student Body organization provides a student representative to the Calistoga Joint Unified School District Board of Education. Other student leaders work with teachers and administrators to provide a wide range of extracurricular activities for our students.</p>	<ul style="list-style-type: none"> • User-Friendly Web site • CEF • Boosters • School Site Council • Community Organizations • Collaboration Schedule • ASB/Leadership Class • List of Extracurricular Programs • Drama/Music • After School Programs • Involvement with Community • Athletics • Co-curricular List • Scholarships

Monitoring/Changing Student Plans

Indicator: *The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.*

Prompt: *What processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs)? How effective are these?*

Findings	Supporting Evidence
<p>The high school counselor and teachers work with students throughout junior high and high school to assist students in planning for and meeting graduation requirements. The counselor assists all students in grades 7-12 and works with the principal and vice principal to manage registration, manages registration, course selection, college application, and scholarship information. In the tenth grade, all students and their parents meet to plan for high school course work and the completion of graduation requirements as well as college or university requirements. Students have the option to advance to honors or advanced placement curriculum from the regular course of study. Teachers work with students to recommend course selections.</p>	<ul style="list-style-type: none"> • Job Description • Counselor • Vice Principal • IEP • Individualized Student Learning Plan • College Night • College Coaches

In addition to the counseling services, the school also provides college and career presentations. Post-secondary institutions such as Empire Business College or Universal Technical Institute give presentations on campus. Each year our school hosts College Night where students and parents meet representatives from junior colleges, universities, and technical schools.	<ul style="list-style-type: none"> Tech Institute Presentations
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Post High School Transitions

Indicator: *The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.*

Prompt: *How effective are strategies and programs to facilitate transitions to post high school options?*

Findings	Supporting Evidence
<p>Graduates are well prepared for post high school transitions. One of the successful components at Calistoga Junior/Senior High School is the College Coach program. Four faculty members work with the school counselor in order to assist seniors in planning for the transition to higher education including college, trade school, or technical school.</p> <p>The objective of providing College Coaches is to ensure that all Calistoga Junior/Senior High School seniors receive support and coaching in the process of applying for acceptance to colleges, universities, and technical schools. Seniors also receive assistance in applying for financial aid and scholarships to fund higher education costs. The goal is to increase the number (and percentage) of CJSHS students being accepted and actually attending colleges or universities after high school.</p> <p>The CJSHS College Coach is the “on the field” support for students planning to attend college, trade, or technical school after high school. The Coach’s duties are different from those of the high school counselor in that the Coach works directly with students on all aspects of the actual application process for both college and financial aid. The Coach provides support and guidance to seniors needing assistance to be admitted to public and private colleges and universities. The Coach meets with students beginning in October and throughout the school year, either individually or in small groups, to provide direct support, guidance, and assistance in all aspects of the college planning and application process, including standardized testing requirements, financial aid, meeting deadlines, college visitations, scholarship search, and application process.</p>	<ul style="list-style-type: none"> College Coaches College Field Trips College Night Financial Aid Night College Acceptance List Science 1 Pendants <ul style="list-style-type: none"> College Coaches Transcripts Applications

B2. Curriculum: Additional Findings

Indicator: *Consider other information that impacts the degree to which the school is meeting this criterion.*

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
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<p>Calistoga Junior/Senior High School has a wide range of curricular offerings designed to meet the needs of all students. A rigorous college preparatory curriculum supported by a wide variety of elective and co-curricular programs is enhanced by the small school size. All students have the opportunity to become involved and active. Strong support from teachers, administrators, counselors, parents, and community organizations provide a platform for student success. Student success is enhanced through the AVID program, ELD program, and through support classes and strategic classes. The ultimate goal is to ensure support and success for all students as they transition from grades seven through twelve and beyond.</p>	<ul style="list-style-type: none"> • Class Lists • Master Schedule • AVID • ELD • Special Ed.
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Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
<p>Schoolwide critical areas for follow up:</p> <p>1) Continue Focus on Achievement Gap with Sub-Groups (EL, SED, SPED, Hispanic) – The emphasis that CJSHS has placed on involving parents more through the various parent groups has helped close the achievement gap by placing an emphasis in having high expectations for all students.</p> <p>6) Expand the use of the website to better communicate with parents/students – The CIUSD website was upgraded before the 2010/2011 school year and now includes several different communication options for parents. Most importantly a link exists that enables the parents to go from the website directly to PowerSchool where parents can see their students' grades and assignments.</p>	<ul style="list-style-type: none"> • School Board Reports • CJSHS Bulletin • District/School website

B3. Curriculum Criterion

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

Real World Applications — Curriculum

Indicator: *All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.*

Prompt: *To what extent do all students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum?*

Findings	Supporting Evidence
<p>CJSHS teachers give the standards based curriculum real world relevance in a variety of ways. The most common teaching method is to bring teen related examples into standards based daily lessons, connecting the dots between curriculum and life. Examples of this teaching method can be observed in Algebra, Junior High School Science, English 12, Jr. High School History, Art, Special Education Vocational Ed, Woodshop, Computer Skills Class, Band, Government, Economics, Life Skills, Drama, and PE. All students have the opportunity to read, speak, write, compute problems, and act on decisions about current issues.</p> <p>Beyond the core classes, specific projects, trips, college essays, work resumes, mock interviews, art shows/auctions, musical performances, t-shirt design, ticket sales, and yearly music and dramatic performances extend the students' experiences.</p>	<ul style="list-style-type: none"> • Science Lab Work • ROP Classes • Standards- Based Course Descriptions • Teachers Trained in SDAI/ELD Skills • Pacing Guides • Lesson Plans • Mr. Sary's Room Museum

Meeting Graduation Requirements

Indicator: *The school implements academic support programs to ensure students are meeting all requirements, including the CAHSEE.*

Prompt: *How effective are academic support programs to ensure students are meeting all requirements, including the CAHSEE?*

Findings	Supporting Evidence
<p>Four pathways are available for students to graduate from CJSHS: College Preparatory Course of Study, Basic, Certificate of Achievement, and Certificate of Attendance.</p> <p>BASIC</p> <p>CJSHS Basic Graduation requirements include 8 semesters of English, 6 semesters of Social Science, 4 semesters of mathematics (including Algebra), 4 semesters of Science, 4 semesters of Physical Education, and 2 semesters of fine Arts/Foreign Language, totaling 250 credits. As published in the current Student Agenda p. 6, Students must maintain adequate progress toward graduation and must have completed minimum units of credit at the beginning of the school year for full class standing: 10th grade, 55 units, 11th grade, 120 units, 12th grade 185</p>	<ul style="list-style-type: none"> • Pathways • Grad Results • CAHSEE Results • STAR Results • IEP/504 • API/AYP

<p>units, CJUSD Board Policy 6146.1</p> <p>The CAHSEE is offered in 10th grade, twice in the junior year, and 3 more times for seniors.</p> <p>The final requirement, 10 hours of Community Service, makes the education earned practical, and provides time to volunteer and connect with opportunities available in the town of Calistoga.</p> <p>COLLEGE PREPARATORY COURSE OF STUDY</p> <p>A College Preparatory Course of Study, preparing for a four year college, is offered and strongly recommended for all students. A minimum of one additional math class, one more year of science, one additional Social Science, and 2-3 years of Foreign Language completes the required coursework.</p> <p>In addition, several AP classes are offered: AP Math Analysis, AP Calculus, 11th and 12th AP English, AP Biology, AP US History.</p> <p>Several activities take place, throughout the school year, to encourage college attendance. College bound juniors and seniors are invited to the annual College Night. The 9th grade takes a trip to UC David, followed by trip to UC Berkeley in 10th grade. Four College Coaches follow up with students, helping with applications, scholarships, and find information gathering regarding various colleges. During ACT and SAT applications, students receive assistance and fee waivers.</p> <p>CERTIFICATE OF ACHIEVEMENT</p> <p>Students eligible for Special Education Services, with an IEP stating core curricular modifications, indicated as "Essential" classes, will accumulate 250 credits, attend class regularly, and pass the CAHSEE. This certificate is honored at local Junior Colleges.</p> <p>CERTIFICATE OF ATTENDANCE</p> <p>Students who cannot pass the CAHSEE, attend school regularly, and pass modified "Essential" classes with 250 credits will receive a Certificate of Attendance.</p> <p>All students attend the Friday Night Graduation ceremony and receive identical folders. No distinction is made regarding the contents inside the folder. The different certificates are confidential for the participant.</p> <p>ALTERNATIVE PLANS FOR GRADUATING</p> <p>Students who cannot acquire the needed 250 credits for graduation may consider other options:</p> <ol style="list-style-type: none"> 1. Summer School 2. Migrant Education Program 3. Pass Program 4. Cyber High (previously) – now the option is BYU Independent Study 5. Napa or Santa Rosa Community College 	<ul style="list-style-type: none"> • Curriculum List for Each Department • AP List • Honors List • List of Students with Certificates • Grad Programs • Scholarship Lists • Of Students • Documents
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<p>6. Napa County Adult School 7. Palisades</p> <p>In the past few years, one student has finished High School in three years with 250 credits through the Allied Program for independent study.</p> <p>GRADUATION RATE</p> <p>For the past three years the graduation rate has been high:</p> <p>2008-2009 52/53 98%</p> <p>2009-2010 57/60 95%</p> <p>2010-2011 61/63 97%</p> <p>Follow up indicates that one student completed the requirements for a diploma last year and received it September 11, 2011.</p>	<ul style="list-style-type: none"> • Counseling Records
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Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
<p>Schoolwide critical areas for follow up:</p> <p>1) Continue Focus on Achievement Gap with Sub-Groups (EL, SED, SPED, Hispanic) – By offering several options for students to complete graduation requirements, we enable students from each sub group to meet their academic needs.</p>	

WASC Category B. Standards-based Student Learning: Curriculum: Strengths and Growth Needs

Category B: Standards-based-Student Learning: Curriculum: Areas of Strength

- CJSHS continues to offer equal access to all students to a rigorous curriculum that enables students to challenge themselves.
- High expectations of all students continue to be a focus of all stakeholders. Parents are learning to challenge their students more. Teachers are encouraging students to take courses that are more challenging. Students are enrolling in higher academic courses to challenge themselves at a greater level.
- The Leadership Team continues to meet and monitor the progress of our school meeting the curriculum needs of our students. Changes are made as necessary as evidenced by the increase in offerings of honors and AP classes.
- All of the major stakeholders now have a venue to express ideas and concerns through district level and site level community and parent meetings with staff and administration.
- For the relatively small size of CJSHS, there continues to be a wide variety of course offerings providing many of the students with the opportunity to receive a culturally rich education.
- CJSHS Provides all students including our sub groups of SPED, EL, ELD, SED, and Hispanic/Latino students the opportunity to take challenging courses.
- The SAP, CATS, and AVID programs are all very successful in their efforts to provide our students with the support they need from a curriculum stand point.

Category B: Standards-based-Student Learning: Curriculum: Areas of Growth

- There needs to be more of an effort to communicate with the Calistoga Alumni Association so that CJSHS can do a better job of tracking their recent graduates and have a better idea as to what schools, colleges, and/or universities they attend and what their graduation rates are.
- While many of the teachers at CJSHS use benchmark exams to enhance standards based instruction, there needs to be a more concerted effort to align the benchmarks with the standards so that students' scores on the CST's are aligned to their grades in class.

Focus Group C

Standards-Based Instruction

Focus Group Members

Certificated

John Lowell

Rachel Pledger

Kirstin De la Cruz

Nina Pedersen

Classified

Katie Hopgood

Jimmie Hughes

Parents

Newton Thomas

Rosa Montanez

Maria Montanez

Berenica Salomon

Students

Carlos Montanez

Itzayana Hernandez

Jonathan Quinonez

Brandon Rayon

Standards-based Student Learning: Instruction

C1. Instruction Criterion

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

Results of Student Observations and Examining Work

Indicator: The school's observations of student working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected schoolwide learning results. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: To what extent did the observations of student working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected schoolwide learning results? Particularly, comment on the degree of involvement in the learning of students with diverse backgrounds and abilities.

Findings	Supporting Evidence
<p>Teachers at Calistoga Junior/Senior High School implement several pedagogical methodologies to reach all students in the classroom, and through these methodologies attain measurable learning outcomes. One of the most prevalent strategies is the use of the Cornell note-taking in which students are required to think about daily content first in the initial recording of lecture or application-based lessons, then in revising notes..., and finally in creating higher-order questions intended to create a dialogue with the new content. These questions are guideposts as students begin to study and master content on their own.</p> <p>Teachers employ random call in a variety of ways in all classes in order to ensure that all students are engaged and held accountable for the taught content at all times. Some common random call strategies are Popsicle sticks, index cards, and seating charts. In addition, teachers use several checking-for-understanding strategies throughout their lessons to verify that students have mastered the content necessary to move forward in the daily objective. Think-Pair-Share is a high-engagement, high-energy strategy used by many teachers to encourage collaboration, critical thinking, and academic English conversation. Quickwrites accomplish the same goal of academic English use through writing, but also serve to build background knowledge, connect content to students' daily lives, practice grammatical and syntactical coherence, and serve as springboard to more formal writing assignments.</p> <p>Philosophical Chairs, a strategy typically seen in the humanities subjects, allows students to think critically about a contemporary, controversial issue, develop a sophisticated argument, and engage in a dialogue with their peers. This practice not only allows students the opportunity to use higher-order, content-area specific academic language, but also fosters a sense of sensitivity to divergent or inexperienced worldviews. The special education department has a close</p>	<ul style="list-style-type: none"> • Cornell Notes • Checks for Understanding • Total Physical Response • Quick Writes • Random Call • CJSHS Snapshots • Teacher Evaluations • Teacher Observations

relationship with content-area teachers.

All students with IEPs at CJSHS are mainstreamed into general education content-area classes. This inclusion practice, through teacher differentiation strategies, allows all students equal access to the curriculum.

Student Understanding of Performance Levels

Indicator: *The students know beforehand the standards/expected performance levels for each area of study.*

Prompt: *To what extent do students know beforehand the standards/expected performance levels for each area of study?*

Findings	Supporting Evidence
Students are constantly informed of the expectation and the outcomes of the work they produce for each class. Students are made aware of daily learning objectives through the posting of daily agendas and specific, measurable learning objectives. In addition, classrooms are equipped with content-area California State Standards. CJUSD furnishes all classrooms with standards-based textbooks and supplementary texts and tools, to ensure compliance with state and national standards. The ESLRs are posted in each classroom and have become part of the norm in every class. Finally, all teachers are encouraged to issue quarterly benchmarks to assess the progress of student learning, guide subsequent instruction, and inform students of their current mastery of content standards.	<ul style="list-style-type: none"> • Posted State Standards • Quarterly Benchmarks • Standards-based Textbooks • Daily Agendas (learning objectives) • Course Syllabi • ESLR Posters

Differentiation of Instruction

Indicator: *The school's instructional staff members differentiate instruction and evaluate its impact on student learning.*

Prompt: *To what extent is differentiation of instruction occurring and what is the impact on student learning?*

Findings	Supporting Evidence
<p>As a staff, CJSHS is committed to offering a curriculum that differentiates instruction to ensure that all students have equal access to the curriculum. Honors and Advanced Placement courses offer motivated, high-achieving students a rigorous, college-track curriculum. For those students demonstrating a need for more support in math or English, a variety of Strategic courses are offered. Teachers also implement a variety of teaching strategies congruent with Gardner's philosophy of multiple intelligences, from kinesthetic learning experiences to auditory and visual stimuli.</p> <p>Students who opt for a non-diploma track are scheduled for what is called "Essential" courses which distinguish high school certificate recipients from high school diploma recipients. Most students with an IEP are enrolled in a support class which helps students remain organized and productive in their core classes. Finally, CJSHS has recently pioneered a thriving AVID program which seeks to support students in the middle (2.0-3.5 GPA) who are historically underserved and</p>	<ul style="list-style-type: none"> • Honors/AP Classes • Strategic Classes • AVID Classes • Support Class for IEP Students • Master Schedule • Tuesday Common

<p>underrepresented in the university system.</p> <p>Teachers make good use of common planning time each Tuesday morning when they have the opportunity to meet as a faculty, as departments, and/or as common interest groups, such as AVID, PBL, ELD, etc.</p>	<p>Planning Meeting Schedule</p>
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Student Perceptions

Indicator: *The students understand the expected level of performance based on the standards and the schoolwide learning results. Through interviews and dialogue with students that represent the school populations, the school learns about the students' perceptions of their learning experiences.*

Prompt: *Through interviews and dialogue with students that represent the school population, comment on a) their level of understanding of the expected level of performance based on the standards and the schoolwide learning results and b) their perceptions of their learning experiences.*

Findings	Supporting Evidence
<p>Students are frequently reminded to reflect and engage with their own perceptions of their academic progress and scholastic trajectory. Students required to take Cornell notes must complete a summary at the conclusion of the day's lesson in many classes, not just AVID classes. This ensures not only that the student has recorded thorough notes but also that he or she can look at those notes and synthesize the information in their own words. Teachers issue rubrics for assignments which inform students how they can earn a satisfactory grade. In implementing check-for-understanding strategies, students are able to determine whether or not they have understood key concepts in the day's lesson. By posting daily learning objectives, students have a clear understanding of what they are doing in class and why they are doing it. For the visual and performing arts, students can clearly identify gaps in their learning through the success or failure of their performance.</p> <p>ESLR posters are posted in every classroom and are a part of the daily routine in every classroom. They are meant more as a reminder of what we want to accomplish together as a staff with our students to ensure our students are prepared for their future endeavors.</p>	<ul style="list-style-type: none"> • Rubrics • Visual/Performing Arts • Cornell Notes (Reflections) • ESLR Posters

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
<p>Schoolwide critical areas for follow up:</p> <p>1) Continue Focus on Achievement Gap with Sub-Groups (EL, SED, SPED, Hispanic) – The variety of options are students have in course offerings helps the students receive the instructional support they need. Strategic classes, ELD classes, and Academic Support classes are all designed to meet the specific needs of many of the students within our significant sub groups.</p>	<ul style="list-style-type: none"> • Master Schedule

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C2. Instruction Criterion

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

Current Knowledge

Indicator: *Teachers are current in the instructional content taught and research-based instructional methodology.*

Prompt: *Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.*

Findings	Supporting Evidence
<p>Calistoga Junior/Senior High School faculty utilizes the most current education resources to better their teaching practice. Teachers and administrators have participated in several professional development opportunities, including; the annual AVID Summer Institute which prepares faculty to implement AVID strategies across the curriculum; an English Language seminar aimed to equip teachers with several strategies that allow them to reach EL students in mainstream classrooms; the Beginning Teacher Support and Assessment program for new and beginning teachers, and Advanced Placement training sessions. Several teachers have initiated a pioneering effort to incorporate project-based learning into the classroom experience. Furthermore, administrators are proactive about stocking teacher classrooms with current textbooks and resources, keeping student learning relevant.</p> <p>Benchmark exams are a part of the instructional content in most classrooms. Teachers use the OARS system to both develop the actual exams and disaggregate the data from the results. These results are then used to reteach the standards that were not mastered. This is only evident in some classrooms and there is a need for more consistent use of benchmark exams school wide.</p> <p>Project-based Learning (PBL) was introduced at the end of the 2010/2011 school year on a voluntary basis. While PBL is research-based and it is a great way to incorporate technology into the classroom, we have not been able to progress as a faculty as we would like. We continue to explore the possibilities of using PBL more and will continue to work in that direction.</p>	<ul style="list-style-type: none"> • AVID Training • EL Training • Textbook Adoptions • AP Training • Faculty Meeting Agendas • Lesson Plans • Pacing Guides

Teachers as Coaches

Indicator: *Teachers work as coaches to facilitate learning for all students.*

Prompt: *To what extent do teachers work as coaches to facilitate learning for all students?*

Findings	Supporting Evidence
<p>In addition to fulfilling their roles as educators, CJSHS faculty also serve as coaches and mentors. The CATS program offers students the opportunity to study in a product-oriented after-school environment where they have access to</p>	<ul style="list-style-type: none"> • After School Program • AVID Tutorials

<p>credentialed teachers for homework help. Students are also able to utilize the hour-and-a-half before school each Tuesday morning to receive personalized homework and study help. The AVID program offers a twice-weekly tutorial session for students who are struggling with a particular concept in a core class. Students and a designated tutor are trained to work cooperatively with the struggling student to solve their query.</p>	<ul style="list-style-type: none"> • After School Clubs • Tuesday Morning Tutorials
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Examination of Student Work

Indicator: *Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this.*

Prompt: *To what extent do the representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired? b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this?*

Findings	Supporting Evidence
<p>Students' final grades are measured in various ways as teachers take into account myriad learning preferences and styles. These assessments are both independent and collaborative in nature. Some of these include graphic organizers, posters, PowerPoint presentations, art projects, word processing, videography, journals, notebooks, binders, and oral presentations.</p> <p>We feel that as we continue to explore the possibilities of the incorporation of PBL into our instruction, we will be able to engage our students in the opportunity to research and discover different ways to invent knowledge on their own.</p>	<ul style="list-style-type: none"> • Graphic Organizers • Notebooks • Visuals/Posters • PowerPoints

Indicator: *Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation.*

Prompt: *To what extent do the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation?*

Findings	Supporting Evidence
<p>While it may not be evident every day and in every classroom, many teachers engage students in group activities and projects in their classrooms. Many of our lab science classes engage students in group projects and lab work. Some of our English teachers use group projects to enable students to help develop potential solutions to social issues involving the media and technology. Our drama and music classrooms typically present students with the task of working together through projects that require reasoning and collaboration as the team accomplishes their goals. In some of the history classes students are</p>	<ul style="list-style-type: none"> • Classroom Observations • CJSHS Snapshots

required to perform as significant contributors to both our nation's and our world's history. Often times these students are asked to dress up and use accents to help with their learning.

Indicator: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the expected schoolwide learning results.

Prompt: To what extent do the representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the expected schoolwide learning results?

Findings	Supporting Evidence
<p>As mentioned earlier, PBL encourages technology in the classroom when used appropriately. At this time the level of PBL on campus is minimal, but the desire to continue and further develop effective PBL practices is evident. It is still in the beginning stages, but if we can continue to develop PBL practices in our instruction, we believe that technology will become a regular part of our daily instruction.</p> <p>At the current moment, most if not all of our classrooms are equipped with a digital projector to aid in presentations and the use of the computer and the internet within daily instructional time. Several classrooms have digital visualizers as well which help in the math classroom with working through equations and other problems. This is also helpful in the English classroom when examining works from various authors as a part of the California State Standards.</p>	<ul style="list-style-type: none"> • Classroom Observations • Class Visits • CJSHS Snapshots

Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Prompt: To what extent do the representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world?

Findings	Supporting Evidence
<p>CJSHS has a full time media library technician that works in the library and makes herself available to classes for library use. She is available to present the latest research techniques and skills to the students during classroom presentations. Students are often seen in the library both before and after school and during lunch or break. They are able to use the computers as necessary to complete assignments.</p> <p>CJSHS also has a computer lab that is available for student and whole class use. Teachers can reserve the use of the lab during class time. Some of these computers are out of date; however, the district has worked with administration and a new computer lab is on its way. The new lab will be placed in the room adjacent to the old one and will allow two classes to use computers at the same</p>	<ul style="list-style-type: none"> • Lesson Plans • Campus Visits • Faculty Meetings

time. Additionally, some classes are larger than the amount of available computers and having two labs will alleviate this problem as well.

Real World Experiences

Indicator: Opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students.

Prompt: To what extent are opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications available to all students?

Findings	Supporting Evidence
<p>Not only is it a CJSHS goal to prepare students for academic success, but also to encounter real-world experiences with poise and resilience. CJSHS offers a computer skills course through Regional Occupational Program. Via various clubs and classes, every high school student has the opportunity to visit a different college campus. The visual and performing arts departments host several real-world experiences. For example, the band has performed in front of a live audience in Anaheim, St. Helena, New York, and Hawaii. In order to graduate, seniors are required to volunteer ten community service hours.</p> <p>As mentioned earlier, the further development of PBL will help accomplish our desire to incorporate community projects and real world experiences and applications into the daily classroom</p>	<ul style="list-style-type: none"> • Regional Occupational Program • Class College Field Trips • AVID Field Trips • Band/Art Field Trips • Board Policy: Graduation Requirements

Prompt: Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.

Findings	Supporting Evidence
<p>Schoolwide critical areas for follow up:</p> <p>4) Focus On Professional Development Addressing Curriculum Alignment And Instructional Strategies – We have engaged in professional development involving benchmark exams that are aligned with California State Standards and checking for understanding strategies. More recently, some members of the staff have participated in Project-based Learning professional development that has helped incorporate technology into the classroom while allowing students to engage in collaborative problem solving. Finally, almost a third of our teaching staff agreed to attend AVID Summer Institute in the summer of 2011. This training continues to promote instructional strategies that aid in curriculum alignment and ensuring that our students have the support they need.</p>	

WASC Category C. Standards-based Student Learning: Instruction: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category C. Standards-based Student Learning: Instruction: Areas of Strength

- Checking for understanding strategies are successfully used in most classrooms.
- Several support programs exist on campus that aid students in learning. Many of these programs offer support in acquiring the academic standards and in preparing them for a successful future. These programs consist of AVID, SAP, CATS, before and after school tutoring, and the multitude of clubs and activities that exist on campus.
- Professional development that is focused on benchmark exams, meeting the needs of our EL students, checking for understanding strategies, student relationships, high expectations for all students, and Project-based Learning.
- Additional honors and AP courses to meet the needs of our high achieving students and the encouraging nature they provide to all of our students to achieve at a higher level.
- Tuesday morning collaboration schedule that involves faculty meetings, department meetings, common interest and grade level meetings, and WASC meetings.
- Group projects and other collaborative work efforts are used in several classes as evidenced by classroom visits and observations.
- Technology in the classroom is available and used in most core areas.
- The library and the computer lab are available for class use during class time and for individual student use outside of class time. Many students take advantage of this time.

Category C. Standards-based Student Learning: Instruction: Areas of Growth

- Project-based Learning has proven to be an effective method for engaged student learning that promotes technology, collaborative work, higher level thinking, and problem solving into the classroom. We would like to further develop Project-based Learning and see it a little more in our classrooms.
- Our computer lab is available; however, it seems to be a bit outdated and worn out. Establishing a new computer lab will truly help CJSHS meet the technological needs of our students.
- Checking for understanding strategies are effective and used in several classrooms. However, more professional development may be needed so that one can walk into any classroom at any given moment and see evidence of checking for understanding strategies within ten minutes.

Focus Group D

Standards-Based Assessment & Accountability

Focus Group Members

Certificated

Carla Surber

Gary Guttman

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Tyronne Sorrentino

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Classified

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Bertha Oseguera

Gabriela Rodriguez

Students

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Julio Quinonez

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Rochelle Wright

Jazmine Davis

Category D: Standards-based Student Learning: Assessment and Accountability

D1 & D2. Assessment and Accountability Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community? D2a. To what extent do teachers employ a variety of assessment strategies to evaluate student learning? D2b. To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

Professionally Acceptable Assessment Process

Indicator: The school uses effective assessment processes to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

Prompt: Comment on the effectiveness of the assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

Findings	Supporting Evidence
<p>CJSHS uses Red Schoolhouse's OARSaccess.net (online assessment reporting system) to create quarterly benchmark exams for all core academic classes. This allows staff members to collect, disaggregate, and analyze standards-based student achievement data and adjust instruction accordingly. Reports generated by the OARSaccess include student-, class-, and grade-level reports. OARS reports make it possible to share with a student and his/ her parent the student's strengths and weaknesses in any given quarter, allowing student, teacher, and parent to work together to strengthen student achievement. These reports also allow teachers to review standards-based data for a class or cohort of students to determine which standards, if any, need to be retaught. Reports also enable teachers to evaluate benchmark assessment tools to ensure that they accurately and adequately measure student performance. OARSaccess reports are not currently available to the public, except for those reports shared with individual students and their parents.</p> <p>Individual CST and CAHSEE scores are sent home to parents each fall, and the administration has facilitated parent meetings in both English and Spanish where CST results are explained to parents. Also, school administrators make a presentation to the school board early in the school year to inform the board of student achievement for the past school year. At that presentation both successes and identified areas for improvement are discussed. Both local newspapers, <i>The Weekly Calistogan</i>, and <i>The Calistoga Tribune</i> are present at this meeting and report the results to the community.</p> <p>A staff development day at the beginning of the school year provides an opportunity for staff to meet in departments and analyze STAR achievement data in comparison to student grades and benchmark exam results. This information is then used to further improve teaching for the coming year.</p> <p>Of course, standardized tests and traditional paper and pencil tests are</p>	<ul style="list-style-type: none"> • OARS Website • PowerSchool Website • District Website • CST and CAHSEE reports • CST Results Presentation to School Board (October) • Local Newspaper Articles • <i>Segunda Taza de Café</i> Meetings • Student projects/presentations

just the tip of the iceberg of effective student assessment. CJSHS teachers use a variety of summative and formative assessments throughout their classes. Students are involved in presentations and projects, both individually and in groups. Often, teachers will invite other staff members, district employees, and parents to their classroom to view student presentations. Some teachers involved in Project Based Learning (PBL) will use panels made of community members and staff to help evaluate student projects and presentations. Occasionally, students will even present their projects at monthly school board meetings.

For individual class/teacher assessments, parents and students are able to access course gradebooks through PowerSchool. Once logged in, parents and students can review all assignments, assessments, and grades to date. Assignments are often categorized according to CST reporting clusters, further allowing parents, students, and teachers an ability to know how students are doing in terms of mastery of the standards.

We offer a variety of tutorials to help parents access and understand the PowerSchool system. The *Segunda Taza de Café* Parent group conducts workshops in the school computer lab to teach parents how to log in to the system and navigate their child's profile. Parents who might need additional help are referred to our SAP coordinator on campus for individual assistance.

Our After School program coordinator also has access to PowerSchool, allowing him to work more effectively with students and ensure that they receive any needed tutoring for subjects in which they may be struggling.

As a school in a small community, our local newspapers often report about campus news. Each quarter our honor roll is published in the local paper, creating pride for individual students and parents, and an opportunity for the larger community to see the academic achievement of CJSHS students.

Calistoga Joint Unified School District is embracing advances in technology, and currently uses the district website as a primary communication tool with students, parents, and the larger community. Through the website, visitors can access not only links to PowerSchool, but also reports such as the CST Results Board Report or our most recent SARC report.

Basis for Determination of Performance Levels

Indicator: *The school has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.*

Prompt: *Upon what basis are students' grades, their growth and performance levels determined and how is that information used?*

Findings	Supporting Evidence
Teachers use a variety of assessment tools, many of which are calibrated to the quarterly benchmark exams. For example, the results of a curriculum embedded unit or chapter assessment can be correlated and compared to quarterly benchmark	<ul style="list-style-type: none"> PowerSchool Grade Reports Benchmark Exams

results. This enables teachers and students to measure student performance from a variety of perspectives. Ultimately, it is the goal to ensure that as achievement levels increase, student grades, growth, and performance levels are aligned. When STAR results are made available each August, these results are compared to the various benchmark exams, as well as student grades. If any of these measures lacks alignment, the benchmark and other assessment tools can be re-evaluated for rigor in order to fine-tune assessments.

CJSHS also uses PowerSchool to determine student grades and performance levels. This information is then posted on the PowerSchool system which is linked to the school's website. Parents and students can then access student grade information to see progress.

Appropriate Assessment Strategies

Indicator: *Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.*

Prompt: *To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills? Examples of these strategies include essays, portfolios, individual or group projects, tests, etc.*

Findings	Supporting Evidence
<p>CJSHS uses a variety of assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills. Assessments vary by department and include formal and informal standard-based assessments. These assessments include formal essays, reading comprehension tests, quizzes, group/individual projects, nightly homework, graphic organizers, textbook generated tests, lab projects, art critiques, art shows, oral reports, physical fitness tests, benchmark quarterly exams and final semester exams.</p> <p>Our Special Education department uses measurable IEP goals, written to the appropriate standards and then assessed throughout the year. These goals include essay writing, reading comprehension, and mathematical problem solving and are assessed using general education assessment strategies, such as, essays, multiple-choice questions on tests, group projects, classroom participation in classroom discussions, etc.</p>	<ul style="list-style-type: none"> • Student Work Samples • Teacher Gradebooks • Classroom Observations • CJSHS Snapshots • PowerSchool

Demonstration of Student Achievement

Indicator: *A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the expected schoolwide learning results, including those with special needs.*

Prompt: *Provide a range of examples of how student work and other assessments demonstrate student achievement of the academic standards and the expected schoolwide learning results, including those with special needs.*

Findings	Supporting Evidence
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<p>Teachers use student work to continually modify instruction and evaluate student mastery of standards and concepts. Most classes use some type of “do now” activity as students enter the classroom, which not only provides an opportunity for students to activate prior knowledge, it also allows the teacher to quickly evaluate how prepared students are for the new lesson of the day. This affords the teacher the opportunity to engage in Checking for Understanding strategies as they progress through the lesson. Students who have mastered the prior standard should have no trouble completing the review, and will be prepared to connect it to the next lesson. During class time, teachers have the opportunity to observe and question students in addition to assigning them work and assessments. It is common at CJSHS to see students working in groups and teachers not only evaluate the product of the group, they also evaluate the process. CJSHS students are accustomed to working in groups creating additional access for English Learners or Special Needs students.</p> <p>In the classroom, one might find students presenting a project with a partner and discussing what they have created and how it connects to the standard. These presentations allow teachers to evaluate students beyond just the basic comprehension levels. It is common for students across subject areas to use writing as a tool to demonstrate achievement. For example, in history classes, students may be assessed on a topic via writing a persuasive essay. This allows the teacher to determine both the level of student mastery of the topic at hand and determine the need for any reteaching in addition to providing an opportunity to evaluate student writing skills.</p> <p>CJSHS core subject teachers work closely with special education teachers and aides to ensure that students with IEPs are evaluated on appropriate goals and have the appropriate modifications for any assignments. Special needs students typically complete the same assignments as their peers; however, the assignments may be modified in length, format, or depth of content as appropriate.</p> <p>Over the course of a semester, students produce a variety of works to demonstrate their abilities in a given course. Assignments will include a vast range of products, including: worksheets, traditional tests, posters, presentations, group projects, class discussions, quick writes, essays, reflections, benchmark exams, lab reports, poems, songs, daily homework assignments, and so on.</p>	<ul style="list-style-type: none"> • Student work: binders, portfolios, notebooks • Teacher lesson plans • Posters, projects, videos • Classroom Observations • CJSHS Snapshots
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Curriculum Embedded Assessments

Indicator: The school regularly examines standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Prompt: Provide examples of standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English.

Findings	Supporting Evidence
To help promote literacy and academic achievement for our EL population, Calistoga High School has provided the following curriculum embedded assessments.	<ul style="list-style-type: none"> • OARS Data • Textbooks

<p><u>For English Department</u></p> <ul style="list-style-type: none"> Benchmark exams through OARS provide teachers with immediate standards-based data. Holt textbooks standards-based assessments are used throughout the year to check for understanding. Released STAR and CAHSEE exam questions are used to align benchmark exams with standards. <p><u>For Math Department</u></p> <ul style="list-style-type: none"> Benchmark exams through OARS provide teachers with immediate standards-based data. Glencoe McGraw Hill textbooks standards-based assessments are used throughout the year to check for understanding. Released STAR and CAHSEE exam questions are used to align benchmark exams with standards. <p>These benchmark assessments allow teachers to evaluate standards based data for their entire class, as well as individual students. The benchmark data is then used to reinforce or re-teach standards if necessary.</p>	<ul style="list-style-type: none"> Renaissance Math Data Classroom Observations
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Student Feedback

Indicator: *Student feedback is an important part of monitoring student progress over time based on the academic standards and the expected schoolwide learning results.*

Prompt: *To what extent is student feedback an important part of monitoring student progress over time based on the academic standards and the expected schoolwide learning results?*

Findings	Supporting Evidence
<p>With the school-wide use of PowerSchool, we have been able to build a culture of students who are motivated to keep track of their grades on an ongoing basis. Students are able to check the system to determine not only how they are performing in a class, but also how they performed on individual assignments. Teachers also communicate this information to students in a variety of ways, and several teachers encourage students to retake tests or redo assignments on which they did not show sufficient progress.</p> <p>PowerSchool also helps to inform teachers of an individual student's progress over time. Teachers can view test scores, prior grades, and discipline records from their computer, helping to give them insight into a student's performance.</p> <p>Overall, an area of growth for us would be to communicate in greater detail with both students and parents about student achievement and areas of concern. For example, although we make an attempt to explain CST scores to parents in a general meeting, for the most part we are not in the habit of</p>	<ul style="list-style-type: none"> PowerSchool CST Meetings SAP Parent Meetings Individual Parent Conferences

discussing individual CST scores with individual students.

Recently, we have made improvements in this area, and the school administration in cooperation with the SAP coordinator regularly conduct meetings with students and parents who are not performing up to task, and offer specific suggestions on how to improve. Additionally, we seek to increase the amount of direct communication between parents and teachers about their child's progress.

Modification of the Teaching/Learning Process

Indicator: *Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

Findings	Supporting Evidence
<p>As a small school, we are lucky enough to be able to share data frequently and informally in addition to more formal methods to which larger schools may be limited. Because many of our teachers teach more than one subject, and many of our "departments" consist of only one or two individuals, there is ongoing discussion between teachers about assessment data and planning.</p> <p>Formally, CJSHS staff uses OARS data and CST results to determine overall success of a student, class, or course. These results are analyzed to look for patterns and help determine next steps for growth. For example, closing the achievement gap, particularly for English Language Learners, has been a priority at CJSHS. Each quarter, teachers can use OARS to evaluate their benchmark exams, and look for patterns in the achievement of English Learners versus Fluent English peers. Similarly, in the fall, we evaluate the CST scores to determine where progress has been made, and where we still need to focus to increase growth.</p> <p>There are ongoing discussions with departments about the needs for both remediation and advanced courses, and each year the master schedule is modified to reflect the current needs of the student population, while always attempting to increase the achievement of all students.</p> <p>For example, prior to the 2011-2012 school year, 7th graders who did not meet the standard in Pre-Algebra repeated Pre-Algebra in 8th grade. Looking at both benchmark exams and CST results, it was determined that the additional year in Pre-Algebra did not provide ample opportunity for improvement. For the 2011-2012 school year, we created a special "Core Algebra" course for 8th graders who were not yet ready for the full algebra course. This course serves to both remediate gaps in knowledge while simultaneously preparing students for the Algebra course in 9th grade. While we do not yet have CST data to determine the success of this program, benchmark and grade distribution data suggest that it is a step in the right direction.</p>	<ul style="list-style-type: none"> • OARS Reports • CST Reports • Mater Schedule • Staff Meetings • Staff Conversations

<p>CJSHS staff frequently discusses the specific needs of English Language Learners in the context of their academic courses. The principal meets with the ELD department to determine strategies to best support students. In addition to providing staff training to support EL students, we have also created specific courses (such as ELD/Strategic 10th Grade English) to meet a need in our student population.</p> <p>CJSHS staff have frequent informal discussions which also serve to make decisions about improving student achievement. It is not uncommon to hear lunchtime conversations between English and History teachers who are working together to bridge their courses and provide additional support and opportunities for their shared students. Often, there are also discussions about individual classes or students, and advice is sought about how to target a specific need. These discussions can result in quick changes: a teacher can go into his/her next class armed with new strategies to support students.</p>	
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Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students' progress toward meeting the academic standards and expected schoolwide learning results.

Prompt: Provide representative examples of how progress of all students toward meeting the academic standards and expected schoolwide learning results is monitored.

Findings	Supporting Evidence
<p>PowerSchool is an incredibly helpful tool in monitoring school-wide progress. Staff are easily able to view trends in grading as well as individual students who may be at risk. Students who are identified as at risk for failing their courses may be identified by the SAP counselor, school administration, school psychologist, teachers, or parents. Once a student is identified as "at risk," we work quickly to put a plan into place to support the student. Often, the first step is a meeting with parents, and referrals to appropriate services. We are very lucky to have a variety of support services on our campus, including Tuesday morning tutoring, daily after school tutoring, a Teen Center just off of our campus, and a variety of programs to support students with different personal and social needs. PowerSchool also gives teachers insight into trends in their courses. It is easy to take a closer look at how all students did on one particular assignment, or average test scores for an individual student. By constantly monitoring data, teachers are able to make changes in their daily instruction, reteach specific standards, or work with individual students who are struggling.</p> <p>These strategies align themselves with the characteristics listed in the ESLRs for CJSHS. While teachers may not make specific references to the ESLRs, they work to educate the whole student and the characteristics are in line with lesson design.</p>	<ul style="list-style-type: none"> • PowerSchool • CORE Team Meetings • Parent Meetings • Afterschool Program • ESLRs Poster

D1 and D2. Assessment and Accountability: Additional Findings

Indicator: *Consider other information that impacts the degree to which the school is meeting these criteria.*

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which these criteria are being addressed?*

Findings	Supporting Evidence
<p>CJSHS is in an excellent position to increase our practical and systematic evaluation of student achievement and use it to determine next steps.</p> <p>We have many tools at our disposal to collect and share data as well as to disaggregate and evaluate it. The OARS system allows us to assess students against content standards, and use the data in a variety of ways to determine reteaching needs, student mastery, and at risk students. PowerSchool allows us to share student performance with parents, and provides quick access to grade data as well as trends within courses.</p> <p>Teachers at CJSHS are well versed in using a variety of strategies to increase student achievement, support English Learners, and differentiate for Special Needs students. Students are frequently observed working cooperatively in groups, presenting, and discussing in addition to completing traditional assignments and taking notes.</p> <p>While we do have all of the necessary tools for success, their implementation is not at 100 percent. Not all teachers are currently using benchmarks and benchmark data, and we would like to increase benchmark use moving forward. Similarly, while some teachers are very data-driven and reflective, others are not as seasoned in analyzing student data for their courses.</p> <p>Overall, we have made strides in the area of collecting student achievement data and using it to increase opportunities for student success and mastery, but we are still in progress in this area.</p>	<ul style="list-style-type: none"> • OARS Reports • Benchmark Exams • PowerSchool Gradebooks • Staff Meetings • Professional Development Activities • CST Reports • Student Assessments • Common Interest Discussions

Prompt: *Comment on the degree to which these criteria impact the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
<p>Schoolwide critical areas for follow up:</p> <ol style="list-style-type: none"> 1. Continue Focus On Achievement Gap With Subgroups – CJSHS continues to place an emphasis on closing the achievement gap. Using data, we evaluate the progress of a variety of populations of significant sub groups. We use these evaluations to make informed decisions on the educational program as a whole 5. Purchase and Implementation of Data Disaggregation System to Drive Curricular Program Decisions – Using OARS as the program to disaggregate data has allowed us to effectively examine and evaluate trends in student performance. These identified trends help us make decisions to improve. 	

D3 and D4. Assessment and Accountability Criterion

D3. To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

Assessment and Monitoring Process

Indicator: *The following shareholders are involved in the assessment and monitoring process of student progress: district, board, staff, students and parents.*

Prompt: *To what extent are the following shareholders involved in the assessment and monitoring process of student progress: district, board, staff, students and parents?*

Findings	Supporting Evidence
<p>With so much technology available to us, we are easily able to share our students' progress with the larger community. Our district website serves as a central location for data. From the website, parents can access PowerSchool, community members can access our SARC reports, and everyone can access the notes from monthly school board reports.</p> <p>Within our school, we use PowerSchool to share student progress in their courses with families. All families have the ability to log in to their child's PowerSchool account and check on grades and assignments for each course. For families who do not have a computer, or do not know how to use one, we offer a variety of workshops instructing them specifically on how to use PowerSchool, and what the information they find means, this is done in Spanish and in English. Parents are also notified directly via mail of any standardized testing results for their child. When these scores are available, school staff makes an effort to help interpret scores for parents. In the fall, we have workshops to explain the CST results, and assist parents (in both English and Spanish) in making sense of the data, and using it to help their child move ahead.</p> <p>Teachers and administrators conference frequently with students to discuss their individual achievement and areas of concern. In addition to individual discussions, school assemblies allow opportunities to address the entire student body and share information about our successes including our recent achievement of California Distinguished School status.</p> <p>Each fall, teachers have the opportunity to review and discuss CST data, and a summary of the data along with noted trends is presented to our school board. In addition to formal presentations on test scores or grade summaries, the principal also reports to the board monthly, and includes updates on student data and progress.</p>	<ul style="list-style-type: none"> • School Board Reports • Principal Reports to Board • Newspaper Articles • OARS Reports • CST Reports • Strategic Planning Community Events • Staff Meetings • School Assemblies

<p>In the past, there has been a twice-yearly strategic planning meeting, and this year we have changed it to an annual event. During this meeting, we gather school administrators, district staff, board members, parents, and community members together to discuss the progress of CJSHS. First, teachers and administrators share information, results, and plans. Then, parents, board members, and community members have the opportunity to comment and make suggestions. The event is very productive and allows us an opportunity to share information in addition to receiving feedback from our community.</p> <p>We present our progress to the community through articles and honor roll lists in the local newspaper, community strategic planning events, and school presentations such as our spring play. Calistoga is a small town, and the school is at the heart of the community, making communication between school and community a natural process.</p>	
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Reporting Student Progress

Indicator: *There are effective processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected schoolwide learning results.*

Prompt: *How effective are the processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected schoolwide learning results?*

Findings	Supporting Evidence
<p>There are many processes in place to share achievement data with the larger community. Each month, the principal conducts two meetings: Second Cup of Coffee in the morning, and <i>Segunda Taza de Café</i> in the evening. Parents are invited to these meetings to hear an update from the principal, ask questions, and make suggestions. Also occurring monthly is the principal's report to the school board. This report also includes updates on school events in addition to achievement data for students such as CAHSEE results, CST results, student grade distributions, or benchmark exam results. School board members have the opportunity to ask questions at this time as well.</p> <p>The District level strategic planning event provides a venue for the district, board, and parents to be informed and take part in deciding how are students can make the most progress academically. These discussions promote the collaborative effort amongst stakeholders to ensure that we are monitoring student progress toward achieving the academic standards and the expected schoolwide learning results. We are lucky to find ourselves in a small district and a small community where communication is second nature and there are ample opportunities to share information about the school.</p>	<ul style="list-style-type: none"> • Second Cup of Coffee Meetings • Segunda Taza de Café Meetings • School Board Meetings

Modifications Based on Assessment Results

Indicator: *The school uses assessment results to make changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.*

Prompt: *Provide examples of how assessment results have caused changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.*

<u>Findings</u>	<u>Supporting Evidence</u>
<p>Over the past several years, there has been a strong push to close the achievement gap between White and Hispanic/Latino students. During time set aside specifically for professional development, CJSHS brought in consultants and worked extensively with them to evaluate existing data and make structural changes to our academic program. This fall we spent a dedicated professional development day with a consultant who discussed effective instructional strategies for English Learners (and all students), and spent a second day with him observing teachers and offering feedback. We continually evaluate and reevaluate our progress, and make changes as needed.</p> <p>In the 2011-2012 school year, for example, we made many changes to the master schedule. We increased the courses available to higher-achieving students and introduced Honors English classes at every grade level, added Honors Algebra, Honors Geometry, and Honors World History. We also expanded offerings to students who may need additional support. This school year we introduced a strategic English 10 course for EL students, we created a Core Algebra course for 8th graders who are not yet ready for the traditional Algebra course, and we expanded our AVID program to serve students in every grade.</p>	<ul style="list-style-type: none"> Professional Development Days Master Schedule

D3 and D4. Assessment and Accountability: Additional Findings

Indicator: *Consider other information that impacts the degree to which the school is meeting this criterion.*

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which these criteria are being addressed?*

<u>Findings</u>	<u>Supporting Evidence</u>
<p>Communicating with the larger community is an area of strength for CJSHS. There are ample opportunities to both share reports of our progress and also hear community feedback. With the range of meetings available at a variety of times and in both English and Spanish, community members have a variety of avenues to access this information.</p>	<ul style="list-style-type: none"> PowerSchool Board Reports <i>Segunda Taza de Café Meetings</i> Second Cup of Coffee Meetings

Prompt: *Comment on the degree to which these criteria impact the school's addressing of one or more of the identified critical academic needs.*

<u>Findings</u>	<u>Supporting Evidence</u>
<p>Schoolwide critical areas for follow up:</p> <p>4. Focus On Professional Development Addressing Curriculum Alignment And Instructional Strategies – During the past three years, CJSHS has made great efforts</p>	<ul style="list-style-type: none"> Parent Liaison Records Meet and Greet Events Parent Teacher

<p>to improve professional development opportunities, focusing on instructional strategies for English Learners. We brought in outside consultants and presenters to lead staff development trainings. Several of our teachers have also participated in an outside EL professional development series focused on instructional strategies through SCOE. Finally, our staff continues to work collaboratively to best meet the needs of all students, with particular attention to our significant sub-groups.</p> <p>6. Expand the Use of the Website to Better Communicate with Parents/Students – While we do well at communicating the big picture to our stakeholders by using the school website and its link to PowerSchool, we still have room to improve in the area of communicating directly with individual parents. We rely greatly on PowerSchool to provide information to parents, and while that is effective in many cases, there are still more in which additional contact is needed. Although this is an area of growth for CJSHS, we are aware that it is such, and are beginning to make plans for improvement, beginning with an informal teacher/parent meet and greet to get the ball rolling. Although language can be a barrier to communication between English speaking teachers and Spanish speaking parents, we have many resources at our disposal to eliminate this barrier, including available translators, and a parent liaison who makes phone calls on behalf of teachers.</p>	Conferences
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WASC Category D. Standards-based Student Learning: Assessment and Accountability: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- School wide use of PowerSchool to track student grades and assignments.
- Coaching for parents in how to access and use their child's PowerSchool account.
- Implementation of OARS Access program to disaggregate data.
- Monthly meetings in English and Spanish with several different parent groups.
- Ongoing reports to the school board.
- Annual community strategic planning meetings to discuss progress and goals for CJSHS.
- Staff collaboration on best practices and improving instruction for all students with special attention to significant sub-groups.
- Varied professional development to address areas of growth.
- Structured use of data to help inform academic decisions.

Category D. Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Increase direct communication between parents and teachers about student progress.
- Increase the use of benchmark exams with a particular emphasis on alignment with state standards. In addition, ensure that benchmark exams are accurate predictors of a student's performance on CST exams.
- Use benchmark data for individual students as well as classes to inform the teacher as to which standards need to be readdressed.
- Increase teacher use of OARS to disaggregate classroom performance data.

Focus Group E

School Culture & Support for Student Personal and Academic Growth

Focus Group Members

Certificated

Stephanie Dietz

Jeanne Heck

Carolyn Carregui

Anna Orozco

Ruth Gelinas

Classified

Kim Wilson

Armondo Solomon

Alberto Martinez

Parents

Lisa Morgan

Becky Vega

Norma Bautista

Michelle Monhoff

Taylor Martin

Students

Austin Hooten

Erik Valencia

Yesenia Gutierrez

Hector Contreras

Christi Servin

Category E: School Culture and Support for Student Personal and Academic Growth

E1. School Culture and Student Support Criterion

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

Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. The school involves non-English speaking parents.

Prompt: Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents.

Findings	Supporting Evidence
<p>Calistoga Joint Unified School District involves parents and community in the development of the district's long term goals. When we are developing the district's Five Year Strategic Plan, the district invites parents, parent group leaders, and representatives from community organizations to participate in its development.</p> <p>Both local newspapers in Calistoga regularly attend school events and highlight student successes every week in academics, athletics, and the arts in the newspapers.</p> <p>Parents are invited to Back to School Night in the fall and an Open House in the spring to learn about the programs and instruction at the school. Teachers and students share with the parents what curriculum is being introduced and learned daily in the classrooms. Also, evidence of work and success is shown throughout the year at these events. Through the budget, the calendar, and administrative encouragement, the district supports all school site efforts to involve parents and the community.</p> <p>At the school site level parents and community members are regularly and actively encouraged to be involved with school activities. Communication is vital to make this happen. A large marquee in the front of the school displays current information about up-coming school events. An auto-dialing phone system is used to record messages about school deadlines and events to place calls home to all parents. CHS also offers a translator for any information needing to be communicated in Spanish.</p> <p>Parents also have access to current grades and class work on the school "PowerSchool" website. Parents can stay informed about their child's homework and progress by accessing this site, as well as email teachers and administrators.</p> <p>College coaches work directly with all of the seniors to help choose colleges, universities, vocational or trade schools to apply to.</p> <p>Parents are also involved in the Calistoga Education Foundation. This group helps raise money for the enrichment of the curriculum. Music and sports booster clubs are also run by parents in the community. These clubs help raise money for</p>	<ul style="list-style-type: none"> • School Site Council • Strategic Planning Committee • ELAC – English Learner Advisory Committee • Second Cup of Coffee • Segunda Taza de Café • Local Newspapers • Back to school night (fall) • Open house (spring) • Marquee • Automated phone dialing system • Spanish translator • Powerschool • College Coaches • Parent volunteers for school events • Calistoga Education Foundation • Athletic Boosters • Grad Night • Second Cup of Coffee • Teen Center • CATS – Homework

<p>music and sports teams. Parents are also involved when it comes to planning the grad night events for graduating seniors. This event is put on to keep the graduates safe and sober after graduation.</p> <p>Once a month, the Principal and Parents gather for a “Second Cup of Coffee,” morning meeting where parents can express any concerns or share ideas with the Principal in regards to happenings on campus. In addition, there is a meeting in Spanish that takes place in the evenings. This meeting is referred to as “Segunda Taza de Café” and it is conducted entirely in Spanish so that Spanish speaking parents can express their concerns as well.</p> <p>The district has convened an ELAC that is primarily run through the Elementary school. However, our administration and some of our parents and students attend these meetings as well. Here is where many of our Spanish speaking parents express additional concerns.</p> <p>An active School Site Council (SSC) continues to exist on campus; however, activity this year has dwindled due to a lack of funding to the SSC budget. Our stakeholders have found that the other parent group meetings satisfy the need to meet and discuss concerns.</p> <p>The teen center and the after school program, CATS, also provides support for our students. These programs are supported by parents and community members, help students academically and socially.</p>	<p>Center</p>
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Use of Community Resources

Indicator: *The school uses community resources to support students, such as professional services, business partnerships, and speakers.*

Prompt: *How effective is the school use of community resources to support students, such as professional services, business partnerships, and speakers?*

Findings	Supporting Evidence
<p>The community of Calistoga provides many resources to benefit the students of CJSHS. Many local businesses have provided venues for students to display and present their creative work. Ace Hardware routinely provides materials to the school’s art department. Local restaurants and businesses provide meals for sports teams, and one local restaurant hosts our annual Homecoming breakfast. Local restaurants also allow patrons to donate a portion of their meal price to various school programs. Many businesses have offered training sites for special education students.</p> <p>Clos Pegase Winery has generously provided tutors for our AVID program by giving employees release time so that they can attend our 6th and 7th period AVID classes. They have also generously donated funds to help support our students on their successes.</p> <p>Soccer and football teams have access to fields at both the fairgrounds and Logvy Park. The local parks and recreation department also helps support our sports teams by providing many services. A new venue to the community, the Calistoga Community Pool, will host CJSHS’s first swim team in the spring of 2012.</p>	<ul style="list-style-type: none"> • Saraformia Cafe • Yo El Rey! • Cal Mart • Calistoga Police & Fire • Silverado Ace Hardware • Miguel’s Restaurant • Café Pacifico • Brannan’s • Copperfields • Workability Special Ed. • Clos Pegase • Napa County Fairgrounds • Logvy Park • Calistoga Parks & Rec • Calistoga Rotary

Local organizations such as Calistoga Rotary and Soroptomist also provide donations and support for our students. Our students are supported by these organizations with scholarships and other funding intended to help students achieve their academic potential.	<ul style="list-style-type: none"> • Soroptomist
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Parent/Community and Student Achievement

Indicator: *The school ensures that the parents and school community understand student achievement of the academic standards/expected schoolwide learning results through the curricular/co curricular program.*

Prompt: *How does the school ensure that the parents and school community understand student achievement of the academic standards/expected schoolwide learning results through the curricular/co-curricular program?*

Findings	Supporting Evidence
<p>Every year the STAR test results from the previous year are sent home to parents and students with the results from the spring STAR test. These test results show the parents and the students how well they mastered the state standards from the previous year in science, math, history, and English language arts.</p> <p>The school wide test results are published in the local newspaper and the county paper. These newspapers also use the STAR test results to compare Calistoga to other schools in the area.</p> <p>During Back to School Night in the fall, teachers go over the year's state standards that students are expected to master. Teachers inform the parents what the students are expected to learn and how to best help their children master these standards.</p> <p>The special education department writes all of the academic goals in students' Individualized Education Plans using the state standards. These plans and student modifications are then shared with respective teachers.</p> <p>There is also a parent liaison available after school for Spanish speaking parents.</p> <p>Teachers utilize this liaison to contact parents on their child's progress on the state standards and how they can help their child improve in the classroom.</p> <p>The district website is another great resource for parents and students to find the district school accountability report card. This report indicates how well, as a school, the students mastered the standards.</p>	<ul style="list-style-type: none"> • STAR results sent home to parents in English/Spanish • Local newspapers • Back to School Night • Special Education Department • Parent Liaison • District Website

E2. School Culture and Student Support Criterion

a) To what extent is the school a safe, clean, and orderly place that nurtures learning? b) To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Safe, Clean, and Orderly Environment

Indicator: *The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning.*

Prompt: *Comment on your analysis of a) the existing policies and use of resources to ensure a safe, clean and orderly place that nurtures learning and b) all aspects of the school with respect to safety regulations.*

Findings	Supporting Evidence
<p>Calistoga Junior/Senior High School maintains a clean and safe environment that enables optimal student learning. We have a dedicated staff that has a genuine interest in fostering a positive school climate in which students and faculty alike feel safe and supported. Student needs are at the center of teacher planning. Tuesday mornings the school day starts later for students so that teachers can have morning meetings to collaborate as a staff, within departments and interdepartmentally. Teachers regularly attend after school student activities including sports and performances to show their support. The staff members are willing participants in spirit activities during school hours as well as extra-curricular activities such as after school programs and classes. This type of commitment helps to maintain a positive school climate that fosters a safe, clean, and orderly learning environment.</p> <p>Every senior at our school works with a staff member as their college coach. The college coaches help seniors with college applications and scholarships, and ensure that every senior applies to a minimum number of colleges, universities, trade, or vocational schools.</p> <p>Several trainings and conferences are available to school staff to promote continuous school improvement. Teachers from every department are invited to specialized conferences and trainings in their subject area to make sure that we are providing up-to-date information to our students. The AVID teachers receive training to implement their program. Teachers are also invited to attend conferences on safety, and health and wellness issues that are applicable to everyone in maintaining a safe and orderly learning environment.</p> <p>A school-wide disaster preparedness plan is in place and reviewed annually. All staff members are involved in the plan.</p> <p>The school has a zero tolerance policy which is enforced by periodic visits by drug detecting dogs. Keeping our school drug-free makes the students and staff feel safe.</p> <p>The 12th grade English class does a bullying prevention project every year, working with the junior high students for presentations. This cross-age bullying prevention activity helps students to feel safe at school.</p>	<ul style="list-style-type: none"> • Tuesday mornings • Rallies • Athletics • College Coaches • Staff Development • Zero tolerance policy • Drug dogs • Cross-age presentations

<p>Starting at the junior high level, students are chosen to participate in the Safe School Ambassadors program. This program teaches the students how to prevent bullying from happening. When bullying does happen, the Safe School Ambassadors are taught skills that will help them make the situation better.</p> <p>The school rules and regulations are printed in the students' academic calendars which are provided to all students at the beginning of the year. Parents must read and sign a form agreeing that their children will follow these rules and regulations.</p> <p>There is also a high school life skills class in which students experience in-depth units on drugs, alcohol, and violence prevention. These prevention lessons foster a safe learning environment. Up until this year, there was a junior high school life skills class as well; however, restrictions to the master schedule prohibited it for the 2011-2012 school year. The master schedule for 2012-2013 will contain at least one section of junior high life skills.</p>	<ul style="list-style-type: none"> on bullying Safe School Ambassadors Rules/Regulations in calendars High school Life Skills Junior High Life Skills
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High Expectations/Concern for Students

Indicator: *The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

Prompt: *To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?*

Findings	Supporting Evidence
<p>There are a variety of student clubs and activities that staff organize and promote. Student involvement in clubs helps to maintain an orderly and organized campus and provides valuable leadership training and experience. We have a Safe School Ambassadors Club, which is a group of student leaders who are trained as peer advocates. The students learn strategies to stop bullying and prevent school fights and violence before it occurs. The students are taught safe and effective ways to intervene in student mistreatment at early stages to avoid the potential escalation of harassment or bullying on campus. Staff are not present in every conversation or interaction between students in which mistreatment occurs. Other students, however, are often present as bystanders, and when given the tools to stop mistreatment as Safe School Ambassadors, can be extremely effective in promoting school safety.</p> <p>Another student club is Friday Night Live. This club aims to promote student safety, health and wellness by working to prevent underage drinking and drug use. The school and district also have policies prohibiting tobacco, alcohol and drugs on campus. The students in the Friday Night Live Club work as leaders alongside local law enforcement and prevention specialists on public policy that effects youth access to alcohol and the civil and criminal consequences of providing alcohol to minors. The students are also trained in public speaking and event organizing, skills that help them to further promote a safe and orderly learning environment.</p> <p>There is a community service club called Interact. This club is the youth version of Rotary International. The Interact club organizes local service projects</p>	<ul style="list-style-type: none"> Safe School Ambassadors Friday Night Live Rotary International Interact

<p>such as trash pick-up days in the community, and also raises funds for international charities such as relief for the earthquake and tsunamis in Japan. We have a group for LGBTQ students, which provides emotional and academic support. Students in this population often feel ostracized and are at high risk for being bullied. Providing a safe space for them to talk about issues they are facing and to receive health-related information has helped these students to feel safe and supported at school so that they can focus on learning.</p> <p>Special education students are included in general education classes. High expectations are set for all students and support is provided for any student with special needs.</p> <p>Several of our teachers volunteered to attend project based learning training last summer. Some of these teachers have infused project based learning into their existing curriculum. The school as a whole continues to monitor progress and explore the potential further development and implementation of project based learning on campus.</p> <p>We have a Student Assistance Program on campus. The program is organized by a counselor from the Calistoga Family Center who talks one on one with students that are struggling socially or emotionally and refers them to a variety of groups or programs as needed. Referrals to the program can come from students, staff, parents or anyone with a concern for a student. The services provided include one on one counseling sessions with a therapist from Family Services of Napa Valley, groups for students dealing with drug issues themselves or within their families with therapists from a local non-profit called the Wolfe Center, and other groups that may be needed.</p> <p>Migrant Education services are available on campus. Students who have parents that are migrant agricultural workers receive academic support and assistance with healthcare and other services through this program. Ensuring that basic medical needs are met for our students through this program helps to nurture learning.</p> <p>When students are struggling academically and their grades are at or close to an F in any class they are called in to talk with our Vice Principal. The Vice Principal discusses grades with the students and helps them to come up with a plan for improving their grades.</p> <p>We implemented an AVID program, which has expanded this year to include every grade level. Students in the AVID program receive academic tutoring and are encouraged to consider college choices early on so that they will all attend college after graduating from high school.</p> <p>We have an after school program called CATS (Calistoga Academic Team for Success). Students in grades 7-9 are invited to participate in this program. They receive academic support from teachers, parents, volunteers and other staff. Students on involved in athletics are required to attend the after school program to maintain satisfactory grades. In addition to tutoring and homework help, the after school program also offers enrichment activities.</p>	<ul style="list-style-type: none"> • Special Education • Project based learning • SAP • Calistoga Family Center • Wolfe Center • Family Services • Migrant Ed • One-on-One Academic Interventions • AVID • CATS program
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E2. School Culture and Student Support: Additional Findings

Indicator: *Consider other information that impacts the degree to which the school is meeting this criterion.*

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
<p>Students in grades 7, 9 and 11 participate in the California Healthy Kids Survey every 1-2 years. The survey asks questions about school safety, connectedness, and student health and behavior. Information collected from this survey is valuable to parents and staff in assessing what areas of student safety and health are well addressed and which areas need improvement. We have a grant manager on-site from Napa County Office of Education who implements the survey, as well as many safety, health and wellness programs for our students.</p> <p>A Staff Climate Survey has also been administered several times to assess staff perceptions of the safety of our school and connectedness of our students to the school. Other surveys and questionnaires are administered to students, staff, and parents as needed in an effort to continuously self-reflect and improve our school.</p>	<ul style="list-style-type: none">• California Healthy Kids Survey• Staff Climate Survey

E3 and E4. School Culture and Student Support Criterion

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

E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

Adequate Personalized Support

Indicator: *The school has available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance.*

Prompt: *To what extent does the school have available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance? How direct are the connections between academic standards and expected schoolwide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services?*

Findings	Supporting Evidence
As outlined in the previous section, Calistoga Junior Senior High School provides students with a multitude of support services to help ensure their academic success. These services help students overcome any obstacles they may have in their lives and help them on their way to personal and academic success. The school was designated a California Distinguished School in 2011 in part because of these services, especially the very effective SAP program and the expanding AVID program.	<ul style="list-style-type: none"> • California Distinguished School • SAP and AVID Programs

Direct Connections

Indicator: *The school has direct connections between academic standards and expected schoolwide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services.*

Prompt: *How direct are the connections between academic standards and expected schoolwide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services?*

Findings	Supporting Evidence
<p>Each senior's parent receives a senior status for graduation form showing requirements for graduation and current student status in achieving that goal. It includes the student's current community service hours. Follow up letters and forms are sent on a regular basis to keep the student and family up to date.</p> <p>There is academic counseling at each grade level.</p> <p>All sophomores and juniors receive a letter informing them of important benchmarks such as the PSAT/NMSQT test dates and workshops. SAT and ACT test dates are included in the school weekly bulletin.</p>	<ul style="list-style-type: none"> • Senior Status • School Counselor • College Entrance Exam Information

<p>The counseling staff holds college nights, college information and financial aid nights. Letters are sent home informing students and parents about the dates of these meetings, and introducing the speakers attending the meetings.</p> <p>Workshops and/or support materials are provided both in Math and English for those students taking the CAHSEE.</p> <p>Each senior is assigned to meet regularly with a college coach who ensures that the necessary college applications, scholarship applications, and financial aid forms are filled out and submitted in a timely manner.</p> <p>Financial Aid Night is held each year for seniors and their parents. The FAFSA and other aspects of financial aid are explained in both English and Spanish.</p> <p>Additional counseling services are available through the Student Assistance Program (SAP) and through referrals to the Calistoga Family Center. The Calistoga Family Center directs six different community outreach divisions with more than thirty different programs.</p> <p>A Diversion Program Advisor is on campus once a week to monitor the progress of students that have been placed in diversion as a part of the juvenile justice system. The Diversion Program provides support for students and their families in an attempt to prevent the escalation of behaviors that could put students at risk for further contact with the juvenile justice system.</p> <p>An articulation committee has been formed and meets with the local elementary school twice during the second semester of each academic year. These meetings focus on creating the best transition experience possible for our incoming seventh graders.</p> <p>A school psychologist is present on campus and works with the staff to ensure that special needs students are optimally served. In addition, a speech therapist visits the campus regularly to support any students requiring those services.</p>	<ul style="list-style-type: none"> • College Nights • CAHSEE workshops • College Coaches • Financial Aid Nights • Student Assistance Program • Calistoga Family Center • Diversion Program
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Strategies Used for Student Growth/Development

Indicator: *Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.*

Prompt: *Evaluate the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.*

Findings	Supporting Evidence
Our AVID program has expanded to all grade levels, seventh through twelfth. Currently 133 students are enrolled in AVID. An AVID elective class is offered at each	<ul style="list-style-type: none"> • AVID

<p>grade level, 7-12.</p> <p>CELDT scores for all EL students are available to teachers, allowing teachers to better meet student needs by using SDAIE strategies to improve student comprehension.</p> <p>CATS homework center is an after school program designed to provide homework support for seventh through ninth grade students.</p> <p>Numerous tutors from the community work individually or with small groups of students, both after school and during our late start Tuesday mornings.</p> <p>The football coaches have set up a special after school homework center where all athletes can meet and finish homework before practices.</p> <p>Teachers are available for help during the school day, before and after school, and many teachers make themselves available via telephone or email at home.</p> <p>Special Education programs for both the Jr. High and the Sr. High school follow a push-in model where all students attend academic classes with general education students in accordance with a full-inclusion instructional model. Accommodations and modifications follow individual education plans in the general education classroom. General education and special education teachers collaborate on a daily basis to ensure success of all students.</p>	<ul style="list-style-type: none"> ● OARS ● CATS Afterschool Program ● Tutors ● Teacher availability ● Special Education Department
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Support Services and Learning

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education and other programs.

Prompt: To what extent does the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom? Particularly, evaluate this with respect to the EL, GATE, special education and other programs.

Findings	Supporting Evidence
<p>The number of Honors and AP classes has increased to 15, an impressive number of offerings for a school of our size. The Hispanic/Latino participation rate in honors and AP classes has increased over the last three years. Our AP teaching team has succeeded in reaching out to our Hispanic/Latino and EL population in providing them equal access to a rigorous curriculum.</p>	<ul style="list-style-type: none"> ● Master Schedule

Equal Access to Curriculum and Support

Indicator: All students have access to a challenging, relevant and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Prompt: What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the

class offerings (e.g., master class schedule and class enrollments)? What type of alternative schedules are available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day)?

Findings	Supporting Evidence
<p>SPED and EL students are included in the core classes, thus ensuring equal access to a rigorous standards-based curriculum. The special education teachers and aides attend classes and provide support for these students.</p> <p>Spanish translations and modified reading materials are available, when needed and appropriate.</p> <p>A bilingual after school parent-school liaison is available to contact Spanish speaking parents.</p> <p>The Calistoga Art Center works with the English Language Development classes to facilitate English learning through art.</p> <p>Migrant Child Education provides additional support for students who qualify for the Migrant Child Education Program with the purpose of encouraging attainment of higher levels of education.</p> <p>Honors and AP classes have been put into place to encourage high expectations for all students and provide accelerated classes as an alternative type of schedule.</p> <p>A summer school curriculum is in place. Several changes were made in the summer of 2011 to ensure a rigorous standards-based curriculum aligned to regular instruction during the academic school year.</p>	<ul style="list-style-type: none"> • Access for all students to core curriculum • Translations for Spanish Speakers • Calistoga Art Center • Migrant Child Education

Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards and expected schoolwide learning results.

Prompt: To what extent does the school leadership and staff link curricular and co-curricular activities to the academic standards and expected schoolwide learning results?

Findings	Supporting Evidence
<p>Safe School Ambassadors teaches students safe and effective ways to intervene in student mistreatment at early stages to avoid the potential escalation of harassment or bullying on campus.</p> <p>Friday Night Live promotes student safety, health and wellness by working to prevent underage drinking and drug use. Students are also trained in public speaking and event organizing, skills that help them to further promote a safe and orderly learning environment.</p> <p>Students involved in CJSHS athletics and Associated Student Body (ASB) know and understand that they represent the school community as a whole and are encouraged act and behave accordingly. The school has recently received recognition on some levels from members of the community and neighboring schools for their exemplary display of sportsmanship.</p> <p>In accordance with our ESLRs and the CATS acronym our teachers and</p>	<ul style="list-style-type: none"> • Safe School Ambassadors • Friday Night Live

coaches alike promote the character traits listed.

Student Involvement in Curricular/Co-Curricular Activities

Indicator: *The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

Prompt: *Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

Findings	Supporting Evidence
<p>The School Leadership Team has met often to discuss the participation in curricular/co-curricular activities. Specifically, the team has met within the last two years to discuss summer school, course offerings such as Honors and additional AP courses, a swim team, a cheerleading team, etc.</p> <p>CJSHS has a music program for all grade levels. Students sing and play musical instruments in a combined choir and in separate junior high and high school bands. They perform regularly in concerts throughout the academic year.</p> <p>CJSHS also has a Theater/Drama program at the high school level. Each year the program performs a school play that involves the entire community. We have several community volunteers that help the program tirelessly as they produce an exceptional play every academic school year.</p>	<ul style="list-style-type: none"> ● School Leadership Team ● Music Program ● Theater Program

Student Perceptions

Indicator: *The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.*

Prompt: *Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.*

Findings	Supporting Evidence
<p>Students in grades 7, 9 and 11 participate in the California Healthy Kids Survey every 1-2 years. The survey asks questions about school safety, connectedness and student health and behavior. Information collected from this survey is valuable to parents and staff in assessing what areas of student safety and health are well addressed and which areas need improvement.</p> <p>Through the Student Assistance Program (SAP), stakeholders meet regularly in what is called the Core Team meeting. Representatives from various community and family support organizations, in addition to school administration, and other support staff, meet to discuss the needs of our at-risk students. This information is then disseminated to the SAP coordinator who meets with the students to ensure they receive the necessary support.</p>	<ul style="list-style-type: none"> ● California Healthy Kids Survey Results ● SAP Program ● Core Team Meetings

E3 and E4. School Culture and Student Support: Additional Findings

Indicator: *Consider other information that impacts the degree to which the school is meeting these criteria.*

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which these criteria are being addressed?*

Findings	Supporting Evidence
<p>Calistoga Junior Senior High School receives support from several community organizations. Calistoga Education Foundation (CEF) raises and donates approximately \$100,000 annually for enrichment and field trips. The Wildcat Athletic Boosters and Calistoga Music and Arts Boosters donate money, supplies, and time to many student programs.</p> <p>We understand that each student is different and each has a variety of interests. Here at Calistoga Junior Senior High School we build on these interests as a way of positively connecting students to the school.</p> <p>On our late start Tuesdays there is time for collaboration, lesson planning, and for reviewing data in order to plan interventions for students with specific challenges.</p> <p>The community is a strong supporter of our schools, as witnessed by the passage of two separate bond measures for school improvement.</p>	<ul style="list-style-type: none"> • Calistoga Education Foundation • Calistoga Sports Boosters • Calistoga Music and Arts Booster • Master Schedule • Bond Measures

Prompt: *Comment on the degree to which these criteria impact the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
<p>Schoolwide critical areas for follow up:</p> <ol style="list-style-type: none"> 2. Continue focus on achievement gap with subgroups: the school has increased the number of honors and AP courses, and encourage Hispanic/Latino students to enroll into these courses. 3. Expanded the opportunities/options for high performing students: The school implemented honors track courses in the core areas of English, Math, and Science. The school introduced separate AP Literature and Composition courses each year, and an AP World History. Plans currently exist to implement an AP Statistics course. 	<ul style="list-style-type: none"> • Master Schedule • AP/Honors Student Enrollment Chart

WASC Category E. School Culture and Support for Student Personal and Academic Growth: Strength and Growth Needs**Category E. School Culture and Support for Student Personal and Academic Growth:
Areas of Strength**

- Calistoga Junior Senior High School provides students and families with an incredible number of support services
- Our SAP program, the Calistoga Family Center, the afterschool CATS homework center, and our AVID program are essential parts of our student support system.
- At the school site level, parents and community members are regularly and actively encouraged to be involved with school activities through Second Cup of Coffee and Segunda Tasa de Cafe.
- We work diligently to address student issues and resolve any conflicts appropriately.

**Category E. School Culture and Support for Student Personal and Academic Growth:
Areas of Growth**

- Not everyone is aware of the wide variety of support services for our students and their families. This needs to be communicated better.
- We need to ensure that students and their families can access these available services by improving communication, both in English and Spanish.
- The Spanish translation of the district web page needs to be reviewed and revised so Spanish speaking parents have access to the same information as their English speaking peers.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Further develop the use of OARS throughout campus. Provide ongoing training with how to best use the system and develop standards based benchmark exams.
- While many of the teachers at CJSHS use benchmark exams to enhance standards based instruction, there needs to be a more concerted effort to align the benchmarks with the standards so that students' scores on the CST's are aligned to their grades in class.
- Increase the use of benchmark exams with a particular emphasis on alignment with state standards. In addition, ensure that benchmark exams are accurate predictors of a student's performance on CST exams.
- Use benchmark data for individual students as well as classes to inform the teacher as to which standards need to be readdressed.
- Increase teacher use of OARS to disaggregate classroom performance data.
- Increase direct communication between parents and teachers about student progress.
- Not everyone is aware of the wide variety of support services for our students and their families. This needs to be communicated better.
- We need to ensure that students and their families can access these available services by improving communication, both in English and Spanish.
- There needs to be more of an effort to communicate with the Calistoga Alumni Association so that CJSHS can do a better job of tracking their recent graduates and have a better idea as to what schools, colleges, and/or universities they attend and what their graduation rates are.
- Project-based Learning has proven to be an effective method for engaged student learning that promotes technology, collaborative work, higher level thinking, and problem solving into the classroom. We would like to further develop Project-based Learning and see it a little more in our classrooms.
- Our computer lab is available; however, it seems to be a bit outdated and worn out. Establishing a new computer lab will truly help CJSHS meet the technological needs of our students.
- The teacher evaluation process is due for an update. The teacher's union and the district are in agreement that this is a need and are working together to make plans for changes.
- The need exists to align the Single Plan for Student Achievement with the Schoolwide Critical Areas for Follow-up that result from the WASC process. This will be done in the future planning and development of the SPSA.
- Checking for understanding strategies are effective and used in several classrooms. However, more professional development may be needed so that one can walk into any classroom at any given moment and see evidence of checking for understanding strategies within ten minutes.
- The Spanish translation of the district web page needs to be reviewed and revised so Spanish speaking parents have access to the same information as their English speaking peers.

Chapter Five: School-wide Action Plan

1) Develop and use state standards aligned benchmark exams for all core areas.

- a. CJSHS currently uses OARS as a data processing system. However, our teachers have said that while OARS is a good system to use for disaggregating data, it is not robust enough to generate effective benchmark exams.
- b. Research and purchase a data management system that includes the potential to develop state standards aligned benchmark exams for all core areas.
- c. Correlate benchmark exams with current grading practices within classes and student scores on the annual CST's.

The Leadership Team will examine and select a group of three potential data management systems and present these systems to the faculty. As a faculty, we will weigh the positives and negatives of each of the systems and make the decision as to which system we will use. We will then begin the development of a timeline and a structure for professional development for implementing the new system. This ties into our ESLRs by providing the teachers the opportunity to engage in collaboration with other teachers, the opportunity to provide their students with standards aligned critical thinking skills, and further the development of the life-long learner.

2) Improve communication from a school to parent perspective.

- a. Create structured opportunities for direct communication between parents and teachers. As an example, the Leadership Team in conjunction with the parents that attend the Segunda Taza de Café have come together to plan an event entitled, "Teacher/Parent Meet and Greet." This event will take place on the morning of February 21st at 8:00AM and will involve all of our teachers and several parents that have expressed a desire to get to know our teachers better. The event will include a structured dialogue regarding student motivation and will be followed by open conversation time between teachers and parents. Assuming the Teacher/Parent Meet and Greet is successful, this parent-centered event will be repeated on a larger scale in the middle of March and replace the more traditionally teacher-centered "Open House." While "Open House" has been on the calendar at CJSHS for several years, we feel that it is more appropriate for elementary school.
- b. Use a variety of methods to communicate with families. CJSHS will continue to use other forms of communication such as a weekly bulletin, the all-call system, monthly parent meetings, etc. The CJSHS Principal will look at the possibility of starting a monthly newsletter that will either go home with the students or be mailed home on a regular basis.
- c. Effectively track recent graduates and their progress in college and/or the work place. The Leadership Team will make contact with the current Alumni Association to determine how we can begin a database that aids the school in tracking alumni as they enter college and their careers.

All of these improvements in communication will help our staff and students apply the ESLRs by engaging in sharing ideas clearly, working together cooperatively, realizing personal and academic goals, seeing our dreams become a reality, and contributing to the welfare of a global community.

3) Incorporate more technology into the classroom.

- a. Investigate our needs for an upgraded technological infrastructure. As we seek to increase our use of technology school wide, doubts exist about how much more technology our current system can

tolerate. While our current infrastructure can support what we have in existence, additional draws on both electricity and internet connectivity could potentially overwhelm the system. Imbedded into the GOB bond, which was passed in 2010, are funds set aside to aid in the development of a stronger backbone for our technological infrastructure. These upgrades are expected to take place during the 2012/2013 school year.

- b. Continue to explore the option of Project-based Learning at CJSHS. We have some teachers that have attended training and there is a desire among some of the staff to incorporate more PBL into the classroom. The Leadership Team will continue to look at the possibility of incorporating more PBL into the classroom both with our current technological capabilities and the capabilities we anticipate in the future.
- c. Create the capacity for a full class to use a computer lab. With the addition of a new computer lab in room 26, we will be able to satisfy the needs teachers have to schedule a computer lab that accommodates all of their students at individual computer work stations.

This action is linked to our ESLRs because these technological upgrades will aid our teachers and students engage in higher level reasoning and problem solving, realize personal and academic goals, the relentless pursuit of goals and dreams, the evolution of a lifelong learner, and in contributing to the welfare of a global community.

4) Increase effective use of checking for understanding strategies.

- a. Revisit the need for professional development regarding checking for understanding strategies.
- b. Create the expectation that all teachers will use checking for understanding strategies in class daily.

Checking for understanding strategies will help our teachers and students apply our ELSRs into the classroom by engaging in higher level reasoning and problem solving, developing a positive approach to life and learning, embracing choices that need to greatness, and working together cooperatively.

5) Align the Single Plan for Student Achievement with the Schoolwide Action Plan

- a. The leadership team will use the Schoolwide Action Plan to develop the Single Plan for Student Achievement in the spring of 2012. The Schoolwide Action Plan will be the starting point for the development of an effective and applicable Single Plan for Student Achievement.

This is linked to our ESLRs by encouraging CJSHS to share ideas clearly, work cooperatively, and embrace choices that lead to greatness.