

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mr. Mark Corti

Official School Name: California High School

School Mailing Address: 9870 Broadmoor Drive, San Ramon, California 94583-2942

County Contra Costa County

State School Code Number 053229

Telephone (925) 803-7400

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Website/URL http: www.calhigh.net

E-mail mcorti@calhigh.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent Mr. Robert P. Kessler

District Name San Ramon Valley Unified School District Tel. (925) 552-5500

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mr. Bill Clarkson

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 19 Elementary schools
 7 Middle schools
 0 Junior high schools
 4 High schools
 1 Other (Del Amigo Continuation High School)
- 31 TOTAL
2. District Per Pupil Expenditure: \$6281
- Average State Per Pupil Expenditure: \$6822

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 7 Number of years the principal has been in her/his position at this school.
- N/A If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K				8			
1				9	319	293	612
2				10	356	314	670
3				11	329	345	674
4				12	276	273	549
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							2505

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>67</u> | % White |
| <u>3</u> | % Black or African American |
| <u>7</u> | % Hispanic or Latino |
| <u>22</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 8%

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	95
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	99
(3)	Total of all transferred students [sum of rows (1) and (2)]	194
(4)	Total number of students in the school as of October 1	2431
(5)	Total transferred students in row (3) divided by total students in row (4)	.08
(6)	Amount in row (5) multiplied by 100	8

8. Limited English Proficient students in the school: 2%
49 Total Number Limited English Proficient

Number of languages represented: 13

Specify languages: Cantonese, Farsi, Hindi, Indonesian, Korean, Mandarin, Polish, Portuguese, Spanish, Tagalog, Thai, Vietnamese, and all other non-English

9. Students eligible for free/reduced-priced meals: 1%

Total number students who qualify: 30

10. Students receiving special education services: 9%
220 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>4</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>161</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>30</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>5</u>	<u>0</u>
Classroom teachers	<u>88</u>	<u>23</u>
Special resource teachers/specialists	<u>11</u>	<u>3</u>
Paraprofessionals	<u>10</u>	<u>1</u>
Support staff	<u>37</u>	<u>6</u>
Total number	<u>151</u>	<u>33</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 28:1

13. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. The drop-off rate at California High School is primarily a result of mobility through family job-related moves or of transfer to Venture Independent School or Del Amigo Continuation for students needing alternative placement. For purposes of determining drop-off rate, the chart shows twelfth grade students for each school year. Dropout rate is very small. In 2004-2005 six out of 2431 students dropped out of school; in 2003-2004 seven out of 2261; in 2002-2003 one out of 2153; in 2001-2002 three out of 2072; in 2000-2001 one out of 2021.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	97%	97%	96%
Daily teacher attendance	97%	96%	97%	97%	96%
Teacher turnover rate	9%	10%	10%	12%	10%
Student dropout rate (middle/high)	.002%	.003%	.0005%	.001%	.0005%
Student drop-off rate (high school)	2%	4%	4%	3%	4%

14. (**High Schools Only**) Show what the students who graduated in Spring 2005 are doing as of September 2005.

Graduating class size	514
Enrolled in a 4-year college or university	59%
Enrolled in a community college	36%
Enrolled in vocational training	4%
Found employment	0%
Military service	1%
Other (travel, staying home, etc.)	0%
Unknown	0%
Total	100 %

PART III – SUMMARY

At a two-day professional development meeting that took place prior to the opening of the 2005-2006 school year, the principal spoke of “The New Cal High” readying itself to face the challenges of growth, diversity, and change. Strategic planning for the meeting constantly returned to the theme of moving into the twenty-first century with a virtually new school and with a forward-looking philosophy. California High School, founded in 1973, has always offered a positive educational environment for students, an empowering workplace for certificated and classified staff, and a welcoming entity within the City of San Ramon. California High School has worked to have excellent programs in place, quality technology, a committed staff, an enthusiastic student body, and a supportive parent community. California High School was the first in the district to become a Digital High School. Now mindful of the fact that a three-floor classroom building, a new library and media center, an electives building, and an open courtyard will be taking the place of an aging facility, this vibrant community wants to continue the work that has made this school a vital place for students and staff. A resounding victory for a local bond enabling the massive building program has attested to the support this community continues to give and has signaled an affirmation of the work the school does for the young citizens of San Ramon.

These components and excellent assessment results contributed to California High School being named in 2005 a California Distinguished School. Additionally, California High School received full accreditation from the Western Association of Schools and Colleges in 2001 and is now embarked on the WASC process for a visit in early 2007. The staff collaboratively developed a revised mission statement that reflects the California High School philosophy: “The mission of California High School is to provide a rigorous and challenging academic environment, to develop skills and confidence for academic and professional success, and to encourage intellectual, artistic, and personal exploration and growth. Students, staff, and the community collaborate in continuing support of life-long learning, well-being, and mutual respect, empowering all students to be productive, ethical, compassionate participants in their own futures.”

The “Home of the Grizzlies” is a place where students in all academic levels support the school through participation in student government or the myriad number of clubs on campus. The band, choral, and drama rooms bustle at lunch with singers, musicians and thespians who bond with their fellow participants in the performing arts. English Learners plan activities to share facets of their cultures with the entire student body. An assignment in English or US History sends students to the library, newly updated computer labs, or available computers in each classroom to get started. After the last bell rings, a new surge of activity begins with sports events, late afternoon experiments in Biological Science Lab Research, or Leadership students finishing posters for an upcoming dance.

Assessment results attest to the quality of the students and programs at California High School. The average SAT score for 2004-2005 was 1144 with 71.9% of twelfth graders taking the test. Students score 12% higher than the state average of 1020. Last spring 360 students took 643 AP tests. Students passed 513 of those tests for an 80% pass rate. Also in Spring 2005, 96% of tenth graders taking the California High School Exit Exam (CAHSEE) passed. For the 2004-2005 school year, 72% of students scored at or above standard in the District Ninth Grade Benchmark Write. Our students score in the top 10% in the California Standards Tests, and 95% of seniors go on to college. The achievement of students at California High School is a testament to the commitment of students and staff to academic excellence.

Meeting the needs of all students and moving them forward as responsible young adults are at the heart of the California High School program. Guided by strong curriculum, sound instructional principles, and innovation through collaboration, staff and students alike work for continued growth and academic success.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

California High School fosters an environment in which program emerges through assessment of needs. Using data to drive instruction works well because data is readily accessible to all stakeholders. The Mission Statement of California High School, the Expected Schoolwide Learning Results (ESLRs), and the California Academic Content Standards provide a framework for the educational program. Assessment results offer vital information for ongoing educational refinement and change. Data such as Academic Performance Index (API), Annual Yearly Progress (AYP), California English Language Development Test (CELDT), and California High School Exit Exam (CAHSEE) help to identify needs followed by research-based professional development in such areas as differentiated instruction, multiple intelligences, and services for special needs students and English Learners (EL).

Both California Standards Test (CST) and CAHSEE provide a substantive base for measuring success schoolwide. Using the API alone, California High School has continually met and exceeded its growth target by fifteen points to register a score of 836 (821 in 2004; 817 in 2003; 787 in 2002). The two numerically significant subgroups are Asian and White (not of Hispanic origin). The school met its Annual Measurable Objectives (AMO) in English Language Arts and Mathematics. There was no subgroup that did not meet its growth target. The CST performance levels are as follows: Far Below Basic, Below Basic, Basic, Proficient, and Advanced. At California High School 90% of all students are scoring Basic or above in English Language Arts (18% Basic; 30% Proficient; 42% Advanced). For CST Mathematics, students take a test appropriate to their math placement. The higher level math students score higher in their respective tests. Students scoring proficient or advanced in the Algebra 1 test are 28%; in the Geometry test 60%; in the Algebra 2 test 71%; and in the High School (Summative) Mathematics test 88%. These findings support other enrollment data and validate additional offerings for our students who are struggling with Algebra as a graduation requirement.

The most recent test results in Language Arts are remarkable with an 83.1% proficiency rate for all students. Nevertheless, lower scores for English Learners and Students with Disabilities reinforce the ongoing need for the kinds of program changes California High School has incorporated into its curriculum. Two sections of Reading Strategies (READ 180), two sections of Specially Designed Academic Instruction in English (SDAIE), and co-taught English classes for Resource students provide scaffolding to allow students to reach greater heights of academic success.

A recent trend in CAHSEE pass rate for African American students is noteworthy: in ELA 92% (24 tested) passed in 2005 compared to 67% (15 tested) in 2004 and 83% (12 tested) in 2003; in Math 83% (23 tested) passed in 2005 compared to 60% (15 tested) in 2004 and 27% (11 tested) in 2003. As noted in the attached assessment tables, this subgroup has demonstrated Adequate Yearly Progress with a rise in the percentage of students at or above proficient in both English Language Arts and Mathematics. Additionally, before and after school intervention classes for students who have not passed the CAHSEE demonstrate another data-driven program in place.

Putting data in the hands of teachers has fostered the kinds of conversations and strategic planning in focus groups and through collaboration, department, curriculum leader, and staff meetings that give rise to program implementation and refinement. Advancement Via Individual Determination (AVID) for students who are scoring in the middle, additional AP courses for students who have a high AP Test pass rate and who are eager to pursue college level work, and an increase in the number of Regional Occupational Program (ROP) offerings all attest to curriculum growth as a result of assessment results. The California High School web site, www.chs.srvusd.k12.ca.us, or the State of California web site, www.cde.ca.gov, lead to data resources for the school, district, and state.

2. Using Assessment Results

At California High School, assessment data is a tool for effecting constructive change. Beginning with the dissemination of disaggregated data, the administration team meets with members of the Assessment Focus Group and with department curriculum leaders to review and analyze pertinent information that relates to student progress toward achieving standards. Then curriculum leaders meet with their departments to review and adjust curriculum and to design and implement intervention programs as indicated by the data. For example two programs are a direct result of the analysis of CST and CAHSEE data. Ninth grade students scoring Basic and Below in reading comprehension on CST assessments are identified and scheduled into READ 180 and a concurrent English class so that students will have daily reading instruction within the block schedule. Students who do not pass the CAHSEE or whose CST results demonstrate a possible difficulty in passing attend intervention programs both in English and mathematics during or after school. Funding for these programs comes from School Improvement Program funds after the members of the School Site Council recognized these priorities in the "Single Plan for Student Achievement," our site component of No Child Left Behind. Data analysis along with incorporation of standards and financial resource management illustrates the school's commitment to providing all students with the resources to achieve academic success.

Data-driven analysis identifies target groups of students such as EL and our Special Education students. EL students are enrolled in ELD classes as well as English and World History employing SDAIE techniques. Special Education classes use the instructional program, *Language!*, and have realigned curriculum to meet standards. Co-taught classes in core academic classes including English, mathematics, science, and history/social science are in place. The mathematics and science departments have realigned course curriculum and sequence in response to test results and the California Standards. Transitions Algebra enrolls ninth graders and Standards Algebra 1 is provided for eleventh and twelfth graders who have not met the algebra graduation requirement. All departments are now employing common final assessments. The English and Special Education departments utilize the District Fall and Spring Writes to analyze student progress and refine lessons for continued focus on writing standards. The schoolwide focus on sharing outstanding testing and study strategies involves all students and staff in continued academic progress.

3. Communicating Assessment Results

California High School maintains constant open communication with its larger community. By sharing assessment results and the connection between data and programs with parents, students, and staff, the school reinforces its mission of continuing support of life-long learning and mutual respect. Progress reports, e-mail, phone and personal conferences, and report cards using IntegratePro continually communicate student progress to parents and students. A grade on a report card has a foundation of standards based instruction and assessment with comment codes that reflect the ESLRs. Furthermore, regular communication about assessment and test results occurs through staff interaction at PTSA, Academic Boosters, GATE, and English Language Advisory Committee meetings and through publications such as *Bear Facts*, *The Californian*, our school's award-winning website, informational letters sent home from administration and counseling, district press releases, and local newspapers.

The recent acquisition by the San Ramon Valley Unified School district of the *Data Director Achieve* program and concomitant training gives teachers the tools to disaggregate data for individual students in meaningful configurations. The School Site Council that oversees the School Improvement Program funds has a membership composed of certificated and classified staff, administration, students, and parents. The "Single Plan for Student Achievement" identifies areas for improvement for those students performing below the thirty-fourth percentile on CST. The communication of data to this body is essential to insure appropriate program funding. Since the review of data always focuses on proficiency and the movement toward proficiency, the school has committed to applying strategic resources and change for those students scoring Below Basic and intensive instruction for those scoring Far Below Basic.

4. Sharing Success

California High School is fortunate to have an assistant principal who is in the forefront of training in the newly acquired Achieve program. Moving from district training to site training, she has already shared facets of the program with the Assessment Focus Group, curriculum leaders, and entire staff. Further, she has been invited to train administrators and other staff members at other high schools in the district. Articulation with elementary and middle feeder schools and with other high schools in the SRVUSD provides a forum for sharing what works well and determining where changes should occur. The CAHSEE intervention class has been a subject of professional development at another high school in the district. Diablo Valley College hosts an articulation day for high school English teachers at which members of the English department regularly present. Staff members have also been regular presenters at the California Music Educators Association (CMEA) Conference and California Association of Teachers of English (CATE) Conference. New teachers through the Beginning Teacher Support and Assessment (BTSA) Induction Program regularly tour California High School to observe its innovative block schedule.

The student population also shares the successes of California High School in increasingly rewarding ways. Students participate in the San Ramon Rotary Business Roundtable Student Recognition Program in eighteen categories bringing home many honors. The Danville Artists Society has given the school a grant to promote an "Artist of the Month" program recently developed at California High School which was shared with elementary and middle school art teachers. Drama productions go on tour at middle schools. A student representative to the Board of Education shares activities and successes of the school. Peer Educators and the Leadership classes visit feeder schools offering support and counseling. California High School was the first in the district to offer "Every 15 Minutes," a program to combat drunk driving. The innovations that the school has incorporated are a direct result of quality assessment of needs within and outside California High School.

PART V – Curriculum and Instruction

1. Curriculum

California High School has developed a curriculum that addresses the diverse needs of its student body and incorporates instructional practices that serve to foster student success. Evolving course offerings reflect the dynamics of change through data evaluation. Graduation requirements include the following: English, History/Social Science, Mathematics, Science, World Languages/Visual and Performing Arts/Vocational and Applied Arts, Physical Education, Health and passage of the CAHSEE. Many of our students exceed the minimum requirements for graduation and also meet the CSU and UC requirements. **English** - The core curriculum includes English 9, 10, 11 (American Literature), Advanced 9 and 10 and Honors 11, British Literature, Composition, Novel, Shakespeare, and AP English Literature. English Language Development offers ELD at the beginning, intermediate, and advanced level. English Learners may also enroll in SDAIE English.

History/Social Sciences - The core curriculum includes World History, US History, American Government, and Economics. Advanced World History and AP European History, US History, American Government, and Economics provide accelerated classes to challenge qualified and motivated students. English Learners are offered SDAIE World History and US History.

Mathematics - Pre-Algebra, Standards Algebra, and Transition to Algebra provide extra support for students to meet their graduation requirement and to prepare for CAHSEE. The basic curriculum consists of Algebra 1B, Geometry, Algebra 2, and Trigonometry/Math Analysis. Advanced Algebra 2, Honors Trigonometry/Math Analysis, and AP Calculus AB, Calculus BC, and Statistics round out the program.

Science - The core curriculum includes Oceanography, Biology, Marine Biology, Anatomy and Physiology, Physical/Earth Science, Chemistry, and Physics. Honors Chemistry and AP Biology, Chemistry, and Physics B provide an advanced curriculum. Biological Science Lab Research is offered through the Regional Occupational Program (ROP).

World Languages - Five levels of language instruction are offered in French and Spanish including Honors and Advanced. Textbooks recently adopted by the entire district align with standards and include comprehensive technology for support. Students may enroll on campus in American Sign Language 280 offered by Diablo Valley College.

Visual and Performing Arts - A thriving department has a myriad of course offerings: Art, 3-D Art, Anime, Ceramics, Photo, Architectural Design, Web Page Design, Art of Video Production, Concert Band, Orchestra, Wind Ensemble, Symphonic Band, Jazz Band, Jazz Ensemble, Marching Band, Treble Choir, Concert Choir, Chamber Singers, Jazz Choir, Music Today, Theater Arts, and Play Production. Two AP offerings include Art and Music Theory.

Vocational and Applied Arts - The core curriculum includes a number of outstanding ROP courses: Computer Applications, Robotics Engineering Technology, Fashion Merchandising and Design, Careers in Education, Auto Technology, Marketing/Merchandising, Fire Science, Forensic Science, and Sports Medicine. Other course offerings are as follows: Introduction to Computer Applications, Business Computer Applications, Computer Science, Culinary Arts, Gourmet Foods, Fashion and Interior Design, Life Skills, Child Development, Drafting, and AP Computer Programming.

Physical Education/Health - The PE Department offers a variety of programs to engage students in ongoing participation: PE 9, Aerobics, Basketball Conditioning, Body Shoppe, Dance, Dance Production, Football Conditioning, Net Sports, Team Sports, Weight Training, Wellness in the 21st Century, Yoga, and Independent Study. Health emphasizes an awareness of the human body.

Other Electives - Students may enroll in Law, The History of World War II, Philosophy, Psychology, Journalism, Newspaper, Speech and Debate, Yearbook, Reading Strategies, Peer Helpers, Leadership, Youth Educators, Drivers Education, Personal Safety, AP Psychology, AVID (Advancement Via Individual Determination), a program helping prepare students in the middle for successful skills to navigate a four-year college, Work Experience, or Teacher Aide. Diablo Valley College offers Administration of Justice 120.

2b. Secondary Schools English

The English curriculum provides a spectrum of services to meet a diverse student population. At every grade level students are guided by standards on reading, writing, written and oral English language conventions, and listening and speaking. To support the reading component for those students performing Below Basic, the school has instituted a reading program into which counselors schedule ninth grade students in a reading section and an English class with a designated teacher who works closely with the reading teacher to coordinate lesson plans and reading instruction and reinforcement. Reading and English Language Arts are further emphasized for those students who do not pass the CAHSEE. Students enroll in a CAHSEE Intervention Class meeting before or after school for specific remediation. The majority of students not passing the CAHSEE are either resource or EL. The intervention class provides additional support beyond what is provided through Special Education and ELD. Co-taught classes are offered for grades 10-12 and SDAIE English for EL students. A further commitment to reading across the curriculum is demonstrated through researched-based Sustained Silent Reading. Four days a week students and staff engage in reading for a twenty-five minute period. Writing strategies are supported by District Fall and Spring Writes at all grade levels. For the fall writing prompt, teachers score papers collaboratively at a two-day release read-around. Following specific rubrics and sharing common assessment results allow teachers to focus on needs and strategies for improving student writing. Grades 9-11 incorporate reading lists with district required texts including a diversity title. Much of the writing is generated by response to literature and is reflective of the writing standards. Vertical teams of teachers provide sequence of instruction to lead to student success. English department staff members are dedicated to ongoing collaboration and professional development; in fact, two members will be presenters at the 2006 California Association of Teachers of English conference. Through co-taught, general, and advanced classes, the English curriculum meets the needs of the entire student body.

3. Science

California High School has been in the forefront of making science accessible to all students. Out of the entire school population, 1854 students or 74% are enrolled in one or more science classes this year. General science classes, AP sections, and innovative ROP offerings provide a diverse curriculum to a diverse student body with differing learning styles. Each of the twelve science classrooms has ten-station laboratory benches where instructors regularly engage students in inquiry lessons driven by the California Science Content Standards and the National Science standards. Teachers of chemistry, biology, and physics use probeware to interface with computers located at each of the stations. The Science Department sponsors nine field trips per year to science museums, sealife aquaria, tidepools, whale-watching venues, county forensics laboratories, and biotechnology companies. Science staff members for the past twenty-five years have been leaders in field studies in kelp forest ecology on Catalina Island, coral reef ecology in the Mexican Caribbean and Hawaii, and rainforest ecology in Costa Rica. The Biological Laboratory Research Class has placed several students in both summer employment positions and year-round assistant research positions in biotechnology firms and universities. The September 2005 issue of *Diablo Magazine* in an article entitled "Beyond the Basics" showcased the work being done in the research class. To foster challenging lessons in the classroom, a science staff member volunteers monthly in the Oakland Zoo education department and has made presentations at national conventions on chimpanzee behavior. Under the sponsorship of the Lawrence Livermore National Laboratory, teachers on staff have created a curriculum on Global Climate Change and have traveled throughout the country conducting workshops for high school teachers. Finally, a science teacher was California State Teacher of the Year in 1999, was nominated to represent California for the National Teacher of the Year, and now serves on an advisory board of the California Science Project, a branch of the University of California Office of the President, to review grant proposals for workshops at UC and CSU campuses improving K-12 science education. This year the San Ramon Valley Education Foundation, a fund-raising community group to support schools in this district, stated that its focus was a "Science Initiative" to further science instruction in all K-12 schools. California High School practices that focus daily.

4. Instructional Methods

Effective instructional methods abound at California High School and move beyond basic and traditional approaches to innovative student-centered teaching. Globally, instructional methods include team teaching (History/Social Science-English), looping, co-teaching with resource specialists in general education classroom, SDAIE in History/Social Science and English, Internet and library research, group projects, individualized instruction, laboratory instruction, and lecture. A backward design model provides for alignment of assessment and instruction to ESLRs. More specifically, a ninth grade English teacher asked his students to make a three-person presentation on a project related to *Of Mice and Men*. Realizing how difficult oral presentations can be, he focused on an ELA Content Standard in listening and speaking and practiced impromptu speeches with students to give them a comfort level in front of the class. Peer editing, especially in Composition, reinforces standards for evidence and basic grammatical technique. Sections of Geometry follow the College Preparatory Mathematics (CPM) program that reflects computer technology and ways in which students learn. Innovative sequencing and hands-on and investigative strategies help students make mathematical conjectures. Culinary Arts students follow a mystery recipe in which the leader must communicate a recipe without speaking or writing. This method contributes to improved communication skills, teamwork, and patience. In Life Skills, students participate in the annual San Ramon Rotary Job Shadow Day after first completing a job portfolio including job search, cover letter, resume, and interview questions. Three teachers in the English department are working with Teaching Artists of California Shakespeare Theater, a program that brings a theater-production approach to academic curriculum including a sponsored field trip and artist participation in the classroom. The World Language department has recently installed a portable language lab that together with student CD-ROMs enhances instruction through technology. The ROP Careers in Teaching course offers juniors and seniors the opportunity to work as student interns paired with mentor teachers at a feeder elementary or middle school. Students listen to guest presenters on classroom theory, participate in field trips to school board meetings or community colleges, and then create content standard curriculum lessons for their own students. This wide array of instructional methods results in an engaged student population.

5. Professional Development

Professional development at California High School encompasses many forms. A monthly rotation of staff, department, collaboration, and focus group meetings allows staff members to engage in ongoing training. Collaboration meetings allow time for developing common assessments, aligning content to standards, and working across curriculum to make connections for students. Focus groups have been in existence for many years, and while they do reflect guidelines of the Western Association of Schools and Colleges, they are also easily adaptable to the needs of the school. Assessment, Curricular Paths, Powerful Teaching and Learning, Support for Student Personal and Academic Growth, and Vision, Leadership, and Culture provide frameworks for discussing student achievement. The Assessment focus group disseminates data to the entire staff and facilitates analysis of test results.

Another key aspect of professional development is teacher participation in conferences and release time for strategic planning. Under the auspices of the School Site Council, funds for staff development are shared among all staff members. When teachers apply for funding, their proposal must show how the conference aligns with standards, the school mission, or specific sections of the Single Plan for Student Achievement. Staff members have participated this year in Peer Resolution Conference, CMEA Winter Conference, California Science Educators Workshop, California Paraeducators Conference, and UC and CSU Counselors Conferences among others. The principal and one assistant principal attended Curriculum Calibration sponsored by the Contra Costa County Office of Education.

When California High School adopted the block schedule in the 1996-1997 school year, the staff engaged in rigorous professional development to learn successful strategies for teaching in the one hundred minute block. Either through the devotion of an entire staff development day to block schedule facilitated by an outside expert to mini-lessons provided by staff members, the staff has embraced the need for change and effective teaching strategies. Through BTSA and Peer Assistance and Review (PAR), new teachers in particular are offered valuable professional development. On staff we have had recent Literacy, Mathematics, and Science leaders for the entire district working to establish and refine standards. Finally, one program that has been highly successful to foster community is Link Crew, an orientation and follow-up program for incoming freshmen. Annually, staff members attend training and share many of the Link Crew concepts with the entire staff as they lend themselves so well to classroom strategies. Link Crew is a fine example of the synergy that exists between students and staff in providing ongoing learning.

California High School Exit Exam (CAHSEE) 2003-2005

English Language Arts	2005	2004	2003
Demonstrating Adequate Yearly Progress (AYP)	Yes	Yes	Yes
Student Groups			
All Students			
Valid Scores	687	550	553
% at or above Proficient	83%	83%	86%
Participation Rate	100%	100%	100%
API	836 (+15)	832 (+15)	814 (+27)
Graduation Rate		100%	99%
African American (not of Hispanic Origin)			
Valid Scores	24	15	12
% at or above Proficient	70%	54%	36%
Participation Rate	100%	100%	100%
API			
Graduation Rate		100%	100%
American Indian or Alaska Native			
Valid Scores	5	4	4
% at or above Proficient	0%		
Participation Rate	100%	100%	100%
API			
Graduation Rate		100%	100%
Asian			
Valid Scores	120	92	93
% at or above Proficient	89%	85%	92%
Participation Rate	100%	100%	100%
API		897 (+14)	864 (+11)
Graduation Rate		100%	100%
Filipino			
Valid Scores	29	22	14
% at or above Proficient	93%	70%	83%
Participation Rate	100%	100%	91%
API			
Graduation Rate		100%	100%
Hispanic			
Valid Scores	39	29	33
% at or above Proficient	78%	67%	69%
Participation Rate	100%	100%	100%
API			
Graduation Rate		100%	100%
Pacific Islander			
Valid Scores	7	3	1
% at or above Proficient	0%		
Participation Rate	100%	100%	100%
API			

Graduation Rate			100%
White (not of Hispanic origin)			
Valid Scores	462	385	394
% at or above Proficient	82%	86%	87%
Participation Rate	100%	100%	100%
API		826 (+9)	813 (+31)
Graduation Rate		100%	99%
Socioeconomically Disadvantaged			
Valid Scores	14	10	10
% at or above Proficient	46%		
Participation Rate	100%	100%	100%
API			
Graduation Rate			
English Learners			
Valid Scores	36	22	31
% at or above Proficient	50%	44%	53%
Participation Rate	100%	100%	98%
API			
Graduation Rate			
Students with Disabilities			
Valid Scores	62	38	54
% at or above Proficient	38%	30%	33%
Participation Rate	98%	100%	100%
API			
Graduation Rate			

According to the California Department of Education, “To protect privacy, no results for any group with fewer than eleven students will be released.” For the 2004-2005 school year, the state of California has not calculated the 2005 graduation rate percentage or significant subgroup API Goal. The two significant subgroups at California High School are Asian and White (not of Hispanic origin).

California High School Exit Exam (CAHSEE) 2003-2005

Mathematics	2005	2004	2003
Demonstrating Adequate Yearly Progress (AYP)	Y	Y	Y
Student Groups			
All Students			
Valid Scores	685	550	554
% at or above Proficient	78%	80%	76%
Participation Rate	100%	100%	100%
API	836 (+15)	832 (+15)	814 (+27)
Graduation Rate		100%	99%
African American (not of Hispanic Origin)			
Valid Scores	24	15	12
% at or above Proficient	48%	38%	9%
Participation Rate	100%	100%	100%
API			
Graduation Rate		100%	100%
American Indian or Alaska Native			
Valid Scores	5	4	4
% at or above Proficient	0%		
Participation Rate	100%	100%	100%
API			
Graduation Rate		100%	100%
Asian			
Valid Scores	120	92	93
% at or above Proficient	92%	92%	88%
Participation Rate	100%	100%	100%
API		897 (+14)	864 (+11)
Graduation Rate		100%	100%
Filipino			
Valid Scores	29	22	15
% at or above Proficient	86%	80%	62%
Participation Rate	100%	100%	91%
API			
Graduation Rate		100%	100%
Hispanic			
Valid Scores	39	29	33
% at or above Proficient	65%	70%	56%
Participation Rate	100%	100%	100%
API			
Graduation Rate		100%	100%
Pacific Islander			
Valid Scores	7	3	1
% at or above Proficient	0%		
Participation Rate	100%	100%	100%
API			

Graduation Rate			100%
White (not of Hispanic origin)			
Valid Scores	460	385	394
% at or above Proficient	76%	80%	78%
Participation Rate	100%	100%	100%
API		826 (+9)	813 (+31)
Graduation Rate		100%	99%
Socioeconomically Disadvantaged			
Valid Scores	14	10	10
% at or above Proficient	31%		
Participation Rate	100%	100%	100%
API			
Graduation Rate			
English Learners			
Valid Scores	36	22	32
% at or above Proficient	62%	67%	55%
Participation Rate	100%	100%	98%
API			
Graduation Rate			
Students with Disabilities			
Valid Scores	61	38	54
% at or above Proficient	32%	30%	26%
Participation Rate	98%	100%	100%
API			
Graduation Rate			

According to the California Department of Education, “To protect privacy, no results for any group with fewer than eleven students will be released.” For the 2004-2005 school year, the state of California has not calculated the 2005 graduation rate percentage or significant subgroup API Goal. The two significant subgroups at California High School are Asian and White (not of Hispanic origin).