

# Chapter 3: Progress Report

## SIGNIFICANT DEVELOPMENTS SINCE LAST WASC VISIT

Campolindo High School completed the last full visit in March, 2005, at which time the school received a full six-year term of accreditation. The Campolindo community strongly supported the action plans that were tied to the schoolwide critical areas and schoolwide student goals as indicated by the Visiting Committee. Since then there have been several significant developments which have had a major impact on Campolindo as a school community. These include the following:

- A. An additional counselor was added to the Counseling Office in 2006. This was to allow time for all incoming 9<sup>th</sup> grade students and parents to meet individually with a counselor and for all students to have more time to meet with a counselor. Additionally, a testing technician position was added to relieve the counseling staff of standardized testing preparation and administration, and a crisis/intervention counselor was added to help at-risk students.
- B. Campolindo is using Naviance to effectively manage the advising process, communicate effectively and analyze data about our students and school. Naviance helps our students plan and search for college information, track the application process, and maintain a database of local scholarship information to share with students online. In addition, the follow-up data collected from our graduating students allows Campolindo to build a historical, custom profile to help students determine which colleges could be appropriate for them.
- C. We have added four help centers for students: peer, English, chemistry and math tutoring have been set up after school along with 1.5 hours of extended library time to assist students with their academic studies. Due to growth and retirement, there have been over 31 certificated staff and 16 new classified staff members hired in the years 2005-2008. This represents about a 45 % change in staffing. Since 2005, there have been changes in the administrative staff of the school, including four different Associate Principals in the last six years.
- D. Unfortunately, after many prosperous years of adding staff and classes, in 2008-2009 and 2009-2010 the State budget went into crisis mode and the Acalanes Union High School District had to lay off both certificated and classified staff members, cutting over six classified office and custodial staff and eliminating class size reduction in English I and II, World History, Algebra I and elective classes, with a loss of over 40 class sections and 10 teachers. Student contact limits are temporarily suspended through June 2012 with student contacts being increased by 10. Now many of our teachers (between 7 and 9 per year) travel between two schools to have a full-time job, and many more face lay-offs in the future. Unit member's work year was also temporarily reduced by 5 days, specifically 3 Staff development Days and 2 instructional days.
- E. During the six years since the last report, there have been some major enhancements to the Campolindo facilities, curriculum and student services as a direct result of a successful bond measure, parcel tax and financial support from the Moraga Education Foundation (MEF), Campolindo Parents Club, Campolindo Performing Arts Center (CPAC) Trust, Campolindo Stadium Committee, March 2005, November 2009, and May 2010 and Parcel Taxes.

1. The first parcel tax, Measure A, was approved in March, 2005, providing a 12% portion of the Acalanes Union High School budget, thus allowing Campolindo High School to maintain a seven-period day, reduce class sizes, maintain and expand the elective program, and provide instructional support programs.
2. In the Fall of 2009, the community voted to continue the parcel tax of \$189 with no sunset provision. In May 2010 another Measure A parcel tax was passed adding a new tax of \$112 for the next five years to the existing \$189 parcel tax. This new tax will generate \$4 million a year and helping the AUHSD avoid a severe loss of science, foreign language, English, social studies, the arts, and mathematics classes due to the continuing deep cuts in the state's budget, and provide students with a high quality program and services.
3. Measure E, passed in 2008, is a \$48 million general obligation bond which will upgrade electrical systems, allowing for the use of additional computer and technology in classrooms and labs (i.e. wireless notebooks, flip cameras, I-touch); replacing aging leaky roofs, converting obsolete facilities into additional classroom space (an additional science classroom, updated video and photo classrooms) and upgrading energy management systems to improve the energy efficiency at all four high schools.
4. MEF funded equipment for: a Video Production classroom, upgraded Digital Photography lab, some wireless points throughout the campus and mounted projection systems in many classrooms. MEF also funds a Crisis and Support Counselor, Peer and Math Tutoring centers, extended after-school library hours, Blackboard training for staff, and classroom supplies.
5. The Parents Club now supports an online parent/student store, an English tutoring center, a period of technology help to staff (provided by a Curriculum Technology Coordinator), classroom supplies, and pays student fees for our Academic Decathlon, Mock Trial and Robotics clubs.
6. The CPAC trust has funded a choral shell, grand piano and sound system for the new theater, and the Stadium Committee funded a new scoreboard and athletic equipment for the new turf field. These additional enhancements have contributed to an excellent working environment for students and staff.
7. Campolindo was named a California Distinguished School in 2009 and recognized in 2010 by U.S. News and World Report as one of America's 100 Best High Schools.

## IMPLEMENTATION AND MONITORING OF SCHOOLWIDE ACTION PLAN

Prior to the WASC visit in March, 2005, our school community developed three action plans based on our Self Study. During the visit, the Visiting Committee suggested one additional area—healthy choices for students—that needed to be addressed. Campolindo leaders of the Focus Groups met and developed the fourth action plan and reviewed it with their focus group members. It was then added to the Action Plan and in June, 2005, the new action plan was mailed to the WASC Accrediting Commission. The Instructional Council and School Advisory Council (Oversight Committees) monitored those critical areas for improvement each year, along with reviewing and implementing the Action Plans, school goals and the No Child Left Behind (NCLB) Single Site Plan. As a result of this annual review, the Action Plan and the Single Site Plan are updated, modified, and shared with the Board of Education, staff and community.

The following additional steps occurred in spring 2008, in conjunction with the 3-year Progress Report. The Instructional Council prepared the report, including a review of the Action Plans and Schoolwide

Areas for Follow-Up. A review of the report was completed by the entire staff and School Advisory Council. The review and updating of the Action Plan was done with the following questions in mind:

- A. Is the element of the Action Plan still relevant and does it need additional areas added?
- B. What have we accomplished in each area?
- C. What do we still need to do to accomplish the goal?

After the entire staff and School Advisory Council reviewed the report and provided feedback, the Final Three-year Progress Report was shared with the Parents Club and Student Government. Once approved, the plan was presented to the Acalanes Union High School District Governing Board. As the Three-Year Progress Report was prepared, all feedback was compiled and reviewed by the entire staff, parents, students, AUHSD District Leadership and Governing Board.

In 2008-2009, the Action Plan and Single Site Plan were reviewed and discussed by the Oversight Committees (School Advisory and Instructional Council). WASC co-chairs were chosen in May 2009 and Focus Groups were decided on in October of 2009. During the November Staff Development days, the Campolindo staff began the process of completing the Self Study for the 2010-2011 school year by reviewing the school profile, parent, student and staff surveys, previous action plans, developing a list of critical needs to be addressed in the new self-study, and creating new ESLRs and a mission statement.

In the Fall of 2010, a new Single Site Plan was developed and adopted by the School Advisory Council and Board of Education in December with the 2010 CST and CAHSEE scores used as the baseline. The new plan is contained in the Appendix of this report.

In the Winter and Spring of 2010, Home Groups were organized and performed a schoolwide analysis of student work and student engagement in learning based on collected evidence identifying critical academic needs in relation to schoolwide learning results. Focus groups also met and reviewed and discussed the Home Group information and the other four categories of criteria (WASC/CDE), selected critical academic needs, ESLRs and academic standards. Home and Focus groups met every month from January through June, and the result was a draft of Chapter 4 of the Self Study submitted in June 2010.

## **RESPONSE TO ACTION PLAN PROGRESS**

The 2005 Self-Study, the Visiting Team report, along with the school's annual review of the action plan and assessment data have guided Campolindo to look at ways to continue to improve the academic and personal achievement of its students while helping them maintain a healthy lifestyle. Campolindo has been able to add new programs and change current programs in ways that have had a significant and positive impact on students. We have experienced a yearly rise in our API, which we hope will continue, as well as an increase in the use of technology by staff, students and the community. Our staff development plan has provided consistency of curriculum, as well as assessment and grading practices to assure all students acquire a standards-based core of knowledge, and a healthy choices program that is guiding students and parents in recognizing the importance of making healthy choices.

Campolindo has looked in a variety of areas to continue to improve the academic and personal achievement of its students while helping them maintain a healthy lifestyle. This included a review of our major enhancements, critical areas for follow-up, the Action Plan and the Academic Performance Index (API). We also reviewed student performance on the Standardized Testing and Report (STAR), California High School Exit Exam (CAHSEE), Advanced Placement Exams (AP), SAT Reasoning Test and

SAT Subject Tests and American College Testing (ACT), as well as a Follow-Up Study of the graduating class and the Single Site Plan.

Since the last WASC visit, the following accomplishments of each schoolwide action plan and critical areas for follow-up have occurred to meet growth targets and the schoolwide learning results for all students:

**ACTION PLAN ITEM #1: ALL STUDENTS WILL ACHIEVE PROFICIENCY IN THE CORE ACADEMIC AREAS WITH A SPECIAL FOCUS ON STUDENTS PERFORMING AT THE “FAR BELOW BASIC” AND “BELOW BASIC” LEVELS.**

**Schoolwide critical area for follow up:**

*The need to provide additional support for underperforming students*

1. For the past 3-years Campolindo has received over a 900 on the API: 2005 and 2006—901, 2007—908, 2008—909 and in 2009—919, 2010—920 which illustrates more students are achieving proficiency in core academic areas.
2. Upon review of the Action Plan, Campolindo has added a Crisis Counselor to support students in crisis, Peer Tutoring, Math, Chemistry and English centers, a computer lab assistant and extended afterschool library hours to help students be more successful academically and achieve proficiency.
3. Five years of staff development activities focused on disaggregating data to seek out and support under-performing students.
4. Crisis counselor meeting individually with every under-performing student and contacting their parents and guardians in the Fall of the school year to offer help and services.
5. Academic needs and interests of the students have led to additional courses being added to the curriculum through the Regional Occupation Program and AUHSD, including AP and regular Environmental Science, Video Production II, III, Law and Society, Computer Science and AP Psychology.
6. Use of the evaluation process as a means of improving instructional practice and expanded use of walkthrough observations have occurred.
7. A new District Strategic Plan was adopted in Spring 2007, which will be implemented and aligned with Campolindo High’s WASC and Single Site Plan.
8. Yearly updates to BOE, staff and School Advisory Council on analysis and progress on the goals of the NCLB Single Site Plan. Most recent update:

**2008-2010 Single Plan Goals  
October 2009 Progress Report**

- 1. Decrease the percentage of 9<sup>th</sup> grade Algebra I students and 10<sup>th</sup> grade Geometry students scoring at the basic level and below by 10% on the 2010 CST (using the 2008 CST results as the baseline).**

**Progress: Algebra 1**

The California Standards Tests in Algebra is administered in April and is part of the STAR testing program. Students enrolled in Algebra A, Pre-Algebra, and Algebra take the Algebra CST assessment.

<b>9<sup>th</sup> Grade Algebra I</b>	<b>9<sup>th</sup>/2008</b>	<b>9<sup>th</sup>/2009</b>
Basic	31%	28%
Below Basic	26%	22%
Far Below Basic	6%	9%
<b>Total Basic and Below</b>	<b>63%</b>	<b>59%</b>

Campolindo 9<sup>th</sup> grade Algebra I students scoring at the Basic level and below decreased from 63% to 59% from 2008 to 2009. This equates to a 6 % decrease of students scoring at the Basic level and below.

**Progress: Geometry**

The California Standards Tests in Geometry is administered in April and is part of the STAR testing program. Students enrolled in Geometry take the Geometry CST assessment.

<b>10<sup>th</sup> Grade Geometry</b>	<b>10<sup>th</sup>/2008</b>	<b>10<sup>th</sup>/2009</b>
Basic	43%	28%
Below Basic	21%	14%
Far Below Basic	1%	2%
<b>Total Basic and Below</b>	<b>65%</b>	<b>44%</b>

Campolindo 10<sup>th</sup> grade Geometry students scoring at the Basic level and below improved from 65% to 44% from 2008 to 2009. This equates to a 32% decrease in the percent of students scoring at the Basic level and below.

- 2. Increase the percentage of 11<sup>th</sup> grade students scoring at the proficient and above levels by 5% on the 2010 English-Language Arts CST (using the 2008 CST results as the baseline).**

**Progress**

The California Standards Test in English-Language Arts is administered in April and is part of the STAR testing program. All 11<sup>th</sup> grade students take the English-Language Arts assessment.

<b>11<sup>th</sup> Grade ELA</b>	<b>11<sup>th</sup>/2008</b>	<b>11<sup>th</sup>/2009</b>
Advanced	66%	63%
Proficient	22%	23%
<b>Total Proficient and Above</b>	<b>88%</b>	<b>86%</b>

Campolindo 11<sup>th</sup> grade students achieving Proficient or above on the English-Language Arts CST decreased from 88% to 86 % from 2008 to 2009. This equates to a 2% decrease in the percent of students achieving at a proficient or higher level.

**3. Increase the average of the 2008 CAHSEE essay rubric scores for all reported subgroups by 5% (using the 2006 CAHSEE results as the baseline).**

**Progress**

Essay Rubric Average Score	February 2008	February 2009	Percent Change
All	3.0	3.1	3%
Male	2.9	2.9	---
Female	3.0	3.2	6%
Asian	3.0	3.2	6%
Hispanic/Latino	3.1	3.0	- 3%
White	3.0	3.0	---
African American	-	3.1	---
Special Education	2.4	2.6	8%

Campolindo High's CAHSEE essay rubric scores showed an overall increase from 2008 to 2009 of 3%. There was an increase in Female, Asian and Special Education subgroups of 6%, 6%, and 8%, respectively. There was a decrease in the Hispanic/Latino subgroup of 3%.

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**ACTION PLAN ITEM #2: USE TECHNOLOGY TO COMMUNICATE AND SUPPORT STUDENT ACHIEVEMENT AND SUCCESS.**

**Schoolwide critical areas for follow-up:**

*Continue the efforts to use technology to communicate with students, parents and the community.*

1. Use of the Blackboard Learning System has been expanded among staff members to better communicate student progress, course expectations and assignments with parents and students. Parents also have access to Blackboard.
2. The daily bulletin is sent home electronically everyday and Constant Contact is used to inform Parents of special events and pertinent safety information.
3. Implementation of an online registration and web store in Fall, 2007 has streamlined the process and improved communication with parents.
4. Computer lab available to students at lunch, expanded library hours for students to have access to electronic resources after school, technology integrated into class curriculum and wireless internet installed throughout the campus.

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**ACTION PLAN ITEM #3: CONTINUE STAFF DEVELOPMENT OF CURRICULUM, ASSESSMENT, AND GRADING PRACTICES TO ASSURE ALL STUDENTS ACQUIRE A STANDARDS-BASED CORE OF KNOWLEDGE**

**Schoolwide critical areas for follow-up:**

*Continue the rich staff development opportunities to support implementation of content and performance standards and District benchmarks.*

*Continue to improve the alignment of course curricula with the CDE and district content performance standards and benchmarks.*

*Continue the work in developing consistency in evaluating/grading student performance.*

1. Five years of staff development activities focused on disaggregating data to seek out and support underperforming students, alignment of course curricula with CDE and District content and performance standards and benchmarks, and developing consistency in evaluating/grading student performance.
2. Continue the use of district-wide assessment and rubrics in academic core areas.
3. Instructional Council and Department meeting discussions and analysis of CST and CAHSEE data, mark distribution analysis by teacher and subject area and scatter grams showing CTS proficiency and grades.

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**ACTION PLAN ITEM #4: WE NEED TO GUIDE STUDENTS WHEN MAKING CHOICES, SO THEY RECOGNIZE THE IMPORTANCE OF MAINTAINING A HEALTHY LIFESTYLE.**

**Schoolwide critical area for follow-up:**

*Increase drug and alcohol education for students and parents.*

1. The establishment of a Healthy Choices committee at Campolindo and a broader participation in the District's Healthy Choices Forum to foster healthy choices and lifestyle.
2. Results of the Healthy Kids Survey are reviewed by staff and parents every two years and strategies are developed to address any issues that surface as a result of the survey. As a result, we now use breathalyzers at all dances.
3. One of the interventions was the Kaiser Permanente "Secrets" program, which presents materials to students designed to help them make good choices, and informs and provides strategies around at-risk behaviors such as accidents, violence, arrest, unwanted sexual activity, pregnancy, eating disorders, depression, and hospitalization.
4. In addition, all 9<sup>th</sup> grade physical education classes have a health unit included within the curriculum that takes one week each month to address health and wellness with students.
5. Yearly Parent Education nights and panels on stress, underage use of drugs and alcohol, and safe driving for teens are just a few examples of how the school and the community are working together to help students make healthier life choices. On March 8, 2010,

Campolindo's Health Choices Committee hosted an informational panel on Underage Drinking: Let's Change the Culture featuring the Campolindo principal, Moraga Police chief, Dr. Jan Gurley, Internist Physician and Mary Carey, Defense attorney. Also Ralph Cantor, a psychologist who works with teen addiction, talks with all 9<sup>th</sup> grade students and hosts a parent evening in April each year to address addiction in adolescents.

6. Open forums with school staff have been added one day a month to Parent Club meetings to foster open communication between school and parent community. Topics include library electronic resources, academic counseling, college prep, healthy choices for teens, AP testing, use of Blackboard.com and emergency preparedness.

Campolindo High School prides itself on being a professional learning community in that it is constantly seeking ways to improve and enhance student achievement. Campolindo has a genuine interest in improving communication among stakeholders and the quality of education on campus for all students. We will continue to reflect upon achievement data to determine where we need to make improvements so our students continue to be successful. Changes to existing programs and new programs will be added to address the needs of our students as we endeavor to prepare our students for the next chapter of their educational and vocational careers.