



# Casa Grande High School

## SELF-STUDY REPORT

**333 Casa Grande Rd  
Petaluma, CA 94954**

**April 8 - 11, 2018**

**ACS WASC/CDE Focus on Learning Accreditation Manual  
2017 Edition**

## WELCOME LETTER TO MEMBERS OF THE WASC VISITING COMMITTEE



On behalf of Casa Grande High School's administrative team, it is my pleasure to welcome the members of the WASC Visiting Committee to our amazing school. Casa Grande is a high performing, comprehensive and wonderfully diverse high school serving approximately 1,680 students from Petaluma and surrounding communities.

Casa's teachers and staff are committed to supporting an educational program that ensures that every student has great opportunities to realize their full potential. Our staff promotes learning that is highly collaborative with rigorous, engaging and integrated curriculum. We are committed to the vision that upon graduation all Casa students will be broadly literate, civically engaged, highly employable, and have a personal vision for their future.

Casa is one of the finest high schools in the region. In 2015-16, Casa was honored to receive the Gold Ribbon Distinguished High School Award from the California Department of Education. In that same year, Casa was recognized by *US News and World Report* as the 795th best high school in the nation, which places Casa in the top 5% of high schools in the US. In 2016-17, Casa was recognized as a California Honor Roll High School.

Beginning in Spring of 2017, Casa's staff and community stakeholders began preparing for the WASC Committee visit to our campus and review of our school's self-study. The process has been highly collaborative, inclusive and engaging, and has generated valuable insights about the current state of our school and the direction of our path forward.

We deeply appreciate the knowledge and expertise that members of the WASC Visiting Committee bring to Casa Grande. We look forward to learning from your observations and insights as we continue to strive to provide all Casa students with the very best education possible.

--Eric Backman, Principal



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Sharon Howell	Assistant Principal
Dan Ostermann	Assistant Principal
Stephen Owens	Assistant Principal

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Gary Callahan	Superintendent
Linda Scheele	Asst Superintendent, Human Resources
Cliff Degraw	Asst Superintendent, Educational Services
Dave Rose	Asst Superintendent, Student Services
Chris Thomas	Chief Business Official
Kim Harper	Director, Educational Services

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WASC Coordinator

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# Preface

## The 2018 Casa Grande High School WASC Process

Casa Grande High School began its WASC self-study process during the 2016-2017 school year with collaboration between teachers, administrators and a broad range of north bay stakeholders. Through this initial step in the WASC process, Casa staff and administration began to identify essential elements of a revised and refreshed Vision Statement and Mission Statement. Officially adopted in November 2017, the new vision and mission statements are part of a larger initiative that will ultimately result in a comprehensive Graduate Profile at Casa Grande High School. Over the course of development and implementation in coming years, the profile aims to align all teaching and learning to the pillars of Casa's new vision and mission statements.

The next step in the WASC process at Casa Grande began in the spring of 2017, whereby all Casa staff participated in analysis of a wide range of demographic and achievement data as well as the last WASC midterm report, turning a critical eye to the recommendations made around school wide areas of need. Teams of staff and administrators worked diligently to identify areas where growth did or did not occur. Through this process, a teacher leader was identified to lead the WASC cycle for the coming school year. This teacher was given a portion of his teaching schedule to focus solely on the WASC report. In addition to the WASC teacher leader, four other teachers were identified to facilitate focus groups. In sum, these five teacher leaders led comprehensive studies focused on each area of the self-study. The focus groups themselves were comprised of all staff, purposefully selected for each group to achieve diverse representation across departments and grade levels.

Beginning in the fall of 2017, staff focus groups met regularly to analyze and reflect on data across the school program as well as collect evidence and findings for the self-study. WASC teacher leaders also met frequently with administration and each other to evaluate progress towards WASC report completion and alignment. The long-range action plan included in this report is the product of a thorough longitudinal analysis of the Casa Grande High School program and has been developed to maximize successful adoption and implementation. The entire Casa Grande High School community looks forward to the recommendations of the visiting committee and the ultimate realization of the action plan.

# Chapter I

## Progress Report



*Gaucha Gazette students showing their national Journalism awards.*

## Casa Grande High School 2012 Action Plan

The Action Plan written for the 2012 WASC report has been a guiding document for Casa Grande High School for the last 6 years. The goals, findings, and recommendations of the action plan are embedded in Casa's Single Plan for Student Achievement (SPSA) and reviewed by the leadership team annually. These two documents serve as essential tools in the management of the entire school program as well as the design and implementation of intervention, assessment, and community engagement. All staff at Casa Grande are committed to the goals and recommendations of the SPSA and 2012 Action Plan.

### **2012 Action Plan Results**

**Action Plan Goal # 1:** Close the Achievement Gap for identified sub-groups: Hispanic/Latino students, English Language Learners, Special Education Students, Economically Disadvantaged Students (SED)

#### *Progress*

- [Casa Grande CAASPP Data](#)
- [Jumpstart to the Junior College Data](#)
  - A partnership program between Santa Rosa Junior College and Casa Grande High School, effectively shepherding seniors through the SRJC application placement, financial aid, and enrollment - all before high school graduation. Significant progress among low-SED and Latino students over the course of the program.
- **Spanish for Native Speakers**
  - Launched in 2002, the Spanish for Native Speakers (SNS) program has grown significantly over the past 6 years and continues to expand. SNS provides Spanish speaking students of many levels the opportunity to develop literacy in multiple languages. SNS also provides a sanctuary of identity for an important portion of Casa's student body.
- **Seal of Biliteracy**
  - 47 students qualified in 2017
- [RFEP Data](#)
- **RSP "Bridge" English**
  - Designed to provide a bridge between a scripted special education English class and a college prep English class, mixed results have been observed

**Action Plan Goal # 2:** Professional Development to increase teacher skill in instruction and technology.

#### *Progress*

##### **A. Instruction**

- [Small Learning Communities \(SLCs\)](#)



- Four SLCs remain at Casa: Innovation, iHouse, Social Justice Academy, and Health Careers Pathway. The SLCs structurally allow teachers to collaborate around common themes, expectations, and interventions. Monthly meetings address curricular goals and needs, student work celebration and analysis, and intervention.
- Professional Learning Networks (PLNs)
  - Casa Grande faculty have regularly scheduled time to develop curriculum and programs through flexible working groups district-wide. Areas of interest and need include Senior Project, the Casa Collective, World Languages, and Integrated Math.
- Individual Professional Development
  - Casa teachers regularly attend a variety of conferences and workshops in California and throughout the country.

## B. Technology

- All of Casa Grande teachers have migrated to the district adopted Aeries Student Information System (SIS). A clause has also been incorporated into the teacher contract specifying that grades be updated at least every three weeks. Parents have access to teachers' gradebooks via the Aeries Parent Portal to view grades, missing assignments, attendance, and progress of their students in each class. Address, language, and demographic information is updated annually by all parents. Regular PD is implemented around effective use of the Aeries system.
- Regular professional development workshops are led by the district technology department around a variety of areas including effective and innovative instruction, communication, and assessment.

## Action Plan Goal # 3: College and Career

### *Progress*

- **New CTE courses:**
  - Culinary Arts and Food Service Management
  - Culinary Arts and Hospitality Management (*UC Approved*)
  - Environmental Conservation and Restoration (*UC Approved*)
  - Introduction to Computer Science Principles (*UC Approved*)
  - Computer Science AP (*UC Approved*)
  - Introduction to Robotics (*UC Approved*)
  - Introduction to Digital Media (*UC Approved*)
  - Gardening & Nursery Management
- [\*\*Jumpstart to the Junior College Data\*\*](#)
- **College and Career Center**
  - For the past 3 years, Casa has employed a College and Career specialist to advise students in all areas of college and career planning and attainment. The College and Career specialist also oversees the county-wide work-based learning initiative.

- **Partnership with [10,000 Degrees](#)**
  - College access and application mentoring for first generation college students. Bi-monthly meetings with near-peer mentors and participating students.
- **Overhaul of [Senior Project](#)**
  - Casa Grande has been doing Senior Project since 1999. However, the format and scope of the project has been expanded significantly in the past six years. All seniors at Casa are required to complete a Senior Project, administrated through Senior core classes.
- **NCCPA Grant**
  - Concluding only last spring, 2017, the Northern California Career Pathway Alliance provided a variety of professional development supports, college and career programming, staffing, and materials to teachers and staff at Casa Grande. The effects of the NCCPA grant funding and partnerships continue to resonate throughout the school program.
- **Data Release Position**
  - For the past 10 years, Casa has maintained a release period for a teacher to conduct important data collection and analysis around state assessment, college matriculation, EAP, and development of the Jumpstart to the JC program.

**Action Plan Goal #4:** Develop response systems that address student Social/Emotional/Academic needs.

*Progress*

- **SLCs**
  - All SLCs conduct monthly meetings focused on celebrating Students of the Month (high achievement) as well as identifying and collaborating around interventions for Students of Concern. Academic performance reports are generated prior to each meeting to inform student selections and discussion.
- **Project Success Counseling Services**
  - Significant expansion of MFT practitioners – 4 interns + 1 supervisor on staff; free socio-emotional and drug abuse/prevention counseling available
- **[Casa Grande Health Clinic](#)**
  - Opened in 2015, the health clinic is part of the larger Petaluma Health Center network of offices. The clinic offers a range of free and accessible services.
- **Academic Review Team (ART)**
  - Piloted in fall 2017, targets 9<sup>th</sup> grade students with 2 or more failing grades and effectively assigns each student to a case manager (administrator or counselor) with additional support from teams of 9<sup>th</sup> grade teachers. The program culminates in a Student Led Conference at the end of the semester.
- **[American School Counselors Association Standards Adopted](#)**
  - Counselors present across all grade levels around all areas of academic, social, and emotional need.

## 2015 Mid-Cycle Review Results

**Critical Area #1:** Create common benchmarks and assessment tools to be fully implemented and utilized to help drive curricular and site-based decisions.

### *Action Taken*

Common assessments were created in different departments to meet the needs of students and drive curriculum development and improvement. Many of the common assessments were designed to meet newly adopted Common Core standards.

- **English Department Common Assessment:** Teachers of ninth grade English use a common assessment that covers multiple items from the curriculum map: for example, MLA formatting conventions, the appositive, parallel structure, and multiple forms of punctuation (such as the semicolon and colon).
- **Math Department Common Assessments and Integrated Math Implementation:** Following the 2015 Mid-Cycle Review, the math department worked with their colleagues from Petaluma High School to develop Mathematics Assessment Resource Service (MARS) assessments for common assessments in Algebra I and later Math I. In 2015 Petaluma City Schools agreed to implement the integrated pathway for mathematics. The department administers common assessments for both Math 1 and Math 2.
- **Science Department Common Assessment:** The Physical Science and Biology teachers use common assessments.

**Critical Area #2:** Develop a comprehensive school wide technology plan to address the 21st-century needs of the school. Instructional innovations and student technological tools need to be investigated. Teacher web pages, online grading programs, and other web-based forms of communication between staff and stakeholders need to be implemented school-wide.

### *Action Taken*

- [Casa Grande Technology Overview 2012-2018](#)
- In the fall of 2015, all students at Casa Grande were issued an iPad from the Petaluma City Schools 1:1 initiative. The 1:1 project and other technology upgrades were funded by a \$68 million bond approved by the voters of Petaluma. Many teachers have since incorporated the use of Google classroom, the app Kahoots, and other web-based instructional tools since the last WASC visit. All classrooms have a Smart TV, LCD projector, or other projecting device connected to the internet to adapt to 21st-century learning technology for instructional use. Each teacher was provided with a MacBook laptop for instructional uses and to access the internet, connect to Smart television, LCD projector, or document readers.
- Teachers have attended a variety of workshops sponsored by Google and Apple during the past two summers. The district has provided professional development on technology and instructional apps during non-student work days twice a year for the past two years.



**Critical Area #3:** Restructure the current tutorial program.

*Action Taken*

- During the 2013-14 school year, teachers voted to change Tutorial from mid-morning to the last 25 minutes of the school day (with the exception of shortened Wednesdays). The new Tutorial time was renamed “Office Hours” and is designed to allow students to drop in and meet with teachers for extra help and to makeup tests or assignments. Positive impacts from restructuring tutorial to the end of the day include a drop in behavioral incidents and student athletes not missing class time for athletic events.

**Critical Area #4:** Develop a data driven system to evaluate the number of students meeting a-g requirements.

*Action Taken*

- Academic counselors work closely with each student to guide course selection and post-secondary education planning using an explicit [4-year Plan](#) document based on UC/CSU requirements.
- In the 2012-13 school year 145 of 383 students or 37.9% of Casa’s graduates met the a-g requirements. In 2015-16 165 of 369 students or 44.7% of Casa’s graduates met a-g requirements. This is an increase of approximately 7% from 2013 - 2016. Since the last WASC visit, a number of courses that meet UC/CSU a-g requirements that were added or re-written include:
  - AP Computer Science
  - Choir
  - Culinary Arts
  - Environmental Conservation and Restoration
  - AP Human Geography
  - Introduction to Digital Media
  - Sports Medicine
  - Automotive Technology
  - 3D Make
  - Introduction to Robotics

**Critical Area #5:** Structure a school wide professional development plan to train the staff in the areas of data analysis and technology.

*Action Taken*

- The district has purchased a new data system, [Illuminate](#), during the 2016-17 school year. The district is in the process of training teacher leaders at each site to coordinate the rollout of the data system. There have been three teacher leader trainings since last school year. Casa Grande has teacher leaders in place who have begun the process of training and implementation of the Illuminate system. The district-wide Illuminate system will be the first since 2014, when Edusoft was discontinued. Illuminate will support district-wide assessments in a variety of subject areas and comprehensive data analysis.

### **Additional developments since the last full WASC visit:**

1. Eric Backman became principal in 2015-16, and two new administrators were hired
2. New 21<sup>st</sup> century learning furniture provided to most classrooms featuring flexible learning spaces
3. Outdoor learning spaces created near the science wing and improved landscaping
4. Library computer lab updated with flexible learning spaces and Apple computers
5. Eastside Thinktank - collaboration between administrators of Casa and it's primary feeder, Kenilworth Junior High School, to share data and align intervention
6. Monthly meetings with Petaluma Federation of Teachers (PFT) site representatives
7. Merging of the Principals Advisory Committee and SLC Facilitators into one single entity: The Casa Leadership Team

### **Progress Reflection 2012-2018**

#### *Areas of Strength*

The community of teaching and learning at Casa Grande High School has shown significant strength in the following areas over the last six years:

- College and Career education and mentoring
- CTE program development and course offerings
- Technology support and implementation
- SLCs, PLNs, and the Casa Leadership Team

Since 2015, students have unlimited access to Casa's College and Career Center (CCC) where information and support is available to all students on a daily basis. At the heart of Casa's CCC is its .8 FTE specialist, who provides comprehensive information, support, and mentorship. In addition, long-term partnerships with [SRJC](#) and [10,000 Degrees](#) have made the CCC a go-to resource for college and career planning.

Casa's CTE program has also seen significant growth in the last several years, yielding no less than 8 new courses, 6 of which are UC approved, expansion of the Automotive and Entrepreneurship classes, and the successful launch of a student run business, [Casa Collective](#).

Also since 2015, there has been a tremendous infusion of technology into the learning environment at Casa Grande High School, led by the [1-to-1 district wide iPad initiative](#), district sponsored TOSAs focused on technology integration and education, as well as increased autonomy at the school site for technology-based professional development and spending.

Lastly, collaboration and professional relationships at Casa remain an essential and vibrant element of the community of teaching and learning. Initially driven by the substantial NCCPA grant, the powerful work of small learning communities continues as teachers meet regularly to discuss curriculum and intervention. In addition, the conflation of the Principal Advisory Committee with the SLC Facilitators into a single Casa Leadership Team, has proven to be a major step forward in efficiency, transparency, and partnership between teachers and administration.

*Areas of Growth*

Casa Grande High School has identified new and persistent areas of growth observed over the last six years:

- Achievement gaps for EL, RSP, Latino, and low-SES
- Intervention systems
- More departments need to adopt common assessments
- Office Hours still a concern
- UC a-g Completion
- IWE (Teacher's Aide) and Minimum Day

Across the board, Casa Grande continues to experience achievement gaps for many students identified as EL, RSP, Latino, or low-SES. This is most poignantly articulated by recent [CAASPP data](#) and is an area of growth needing constant attention and innovation.

Furthermore, intervention systems have been identified as an ongoing need in terms of appropriate and timely action, as well as thorough implementation.

Although significant progress has been noted in the area of common assessments, Casa notes a need to continue expansion of current systems while working to develop new systems. In addition, Casa looks forward to further collaboration with all feeder schools in the appropriate design and implementation of assessments systems that serve all students.

Office Hours (formerly Tutorial) remains a significant area of growth for Casa. As noted previously, moving the period to the end of the day has solved many behavior issues, however, students as a whole, still do not effectively utilize the time as designed.

Casa's UC a-g completion rate has increased over the years, however, at 44.7%, there is still significant room for growth.

A final area of growth observed by administration and staff is the large number of student academic schedules that include IWE (Teacher's Assistant) and/or Minimum Day. The effects of this reduced rigor for students are a collective dilution of the academic program.

The staff and administration of Casa Grande High School are proud of the many areas of strength and celebration noted in this and past reports while remaining steadfastly committed to the important areas of growth that remain. Looking ahead, an essential step in the journey has been taken with the creation of Casa's new vision and mission statements, with further expansion and articulation across the school program as the Casa Grande High School Graduate Profile.

### **Looking Ahead: Casa Grande Graduate Profile**

Each year, Casa Grande's School Site Council analyzes the Single Plan for Student Achievement (SPSA) and updates as needed to align with the WASC critical areas of follow up, schoolwide learner outcomes, and Petaluma City Schools' local control accountability plan (LCAP). At the start of each school year during a staff meeting, site administration shares the goals with faculty.

Throughout the school year, the Casa Leadership meetings, featuring department chairs and small learning community leaders, offer input on goals and ongoing work.

Targeting the site's critical academic needs and student learning outcomes is an ongoing process at Casa Grande. The staff and administration continue to address these needs in staff and leadership meetings. During our Wednesday early day schedule, teachers collaborate to evaluate and address these needs. All members of Casa's learning community contributed to our Mid-Cycle Review.

Since our Mid-Cycle Review, we have continued to analyze our progress by having relevant stakeholders review data and information in our action plan. During the 2016-17 school year, Casa began a school-wide initiative to create a graduate profile and student learner outcomes to align the goals of the LCAP and the changing needs of students. Teachers conducted empathy interviews with an array of community members to learn what a Casa graduate needs to navigate life after high school. As a result the school has continued working on defining Casa Grande's student learning outcomes.

In Spring 2017, Casa's teaching staff and leadership embarked on a year-long collaborative process to generate a graduate profile. The intended goal of the profile was to define the learning outcomes that the school community expects all Casa graduates to have upon earning a diploma. Casa's administrative team, teacher leaders, and staff all agreed that the school's existing Vision and Mission Statements, which were adopted in 2005, no longer adequately represented the values and goals of the Casa community. Development of a graduate profile and new learning outcomes would serve as the foundation for new Vision and Mission Statements.

Casa began the process in partnership with two program coordinators from the College and Career Readiness office within the Sonoma County Office of Education (SCOE). Our two facilitators helped lead a series of work sessions using the design thinking method to involve Casa staff and the broader community in the process of identifying desired learning outcomes. Ten Casa teachers served as Community Emissaries and conducted thirty empathy interviews with community members, asking the key questions:

1. *What do you believe every Casa student should know and be able to do when they graduate high school?*
2. *What should it mean to earn a diploma from Casa?*

Emissaries reported the results of the interviews back to the school, first to the Leadership Team and then to the entire staff. In a series of meetings, both groups worked to summarize and distill key themes from the interviews.

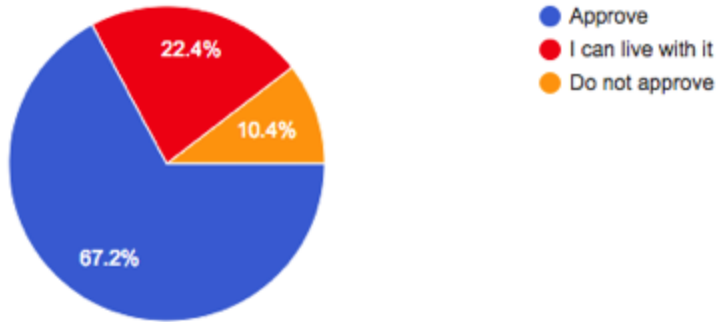
Toward the end of Spring 2017, four predominant outcomes had been identified by the staff:

- Literacy
- Community Service
- Employability
- Personal Vision

Beginning in Fall 2017, a small group of teachers worked with the administrative team and WASC teacher leaders to craft new Vision and Mission Statements, based upon the four learning outcomes. The statements went through a series of revisions, and were ultimately adopted through a school wide vote in November, 2017. At Casa, a vote of at least 2/3rds approval is required for implementation.

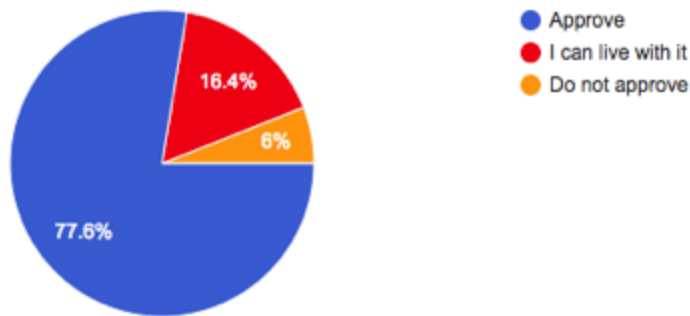
**Casa Vision Statement: Upon graduation, all Casa Grande students will be broadly literate, civically engaged, highly employable, and have a personal vision for their future.**

67 responses



**Casa Mission Statement: Casa Grande High School believes that education is a shared responsibility involving students, staff, family and the broader community. Our mission is to foster strong relationships and to build a safe, inclusive, and collaborative environment where all students are engaged and challenged to achieve their highest potential.**

67 responses



With the four graduate outcomes now identified, Casa begins a series of important tasks:

1. Define specific competencies (knowledge and skills) related to each outcome.
2. Conduct a school wide audit to determine at each grade level where and when each student is given the opportunity to practice, develop, and learn in each outcome area.
3. Develop and adopt rubrics to assess student mastery of each outcome.

Casa will embark on this important graduate outcome work beginning in Fall, 2018.

## Chapter II

# Student/Community Profile and Supporting Data and Findings



*Gaucho Marching Band performing in Butter and Eggs Day Parade 2016*



## **Community, History, and Background**

### **The City of Petaluma**

Petaluma is known for its rolling hills and pastoral setting with an historic downtown. The pasture lands surrounding the city support thriving dairy and craft cheese agribusiness, such as Clover and Petaluma Creamery. Petaluma was once known as the egg capital of America and many defunct hatcheries have been transformed into local businesses and restaurants. The city of Petaluma lies 30 miles north of San Francisco. The population in 2016 was 60,332. Petaluma has a population that is 68% White, 22% Latino, 5% Asian, and 5% of African American, Native American and two or more races. The average annual income of the residents is \$77,000. Petaluma is home to such companies as Camelback, Ciena, Athleta, Amy's Kitchen, Lagunitas, and Straus Family Creamery.

### **Casa Grande High School Demographics and History**

Casa Grande High School is one of two comprehensive high schools in the Petaluma Joint Union High School District. Opened in 1972, Casa Grande currently has an enrollment of 1658 students; most of these students come from Kenilworth Junior High, Casa Grande's primary feeder school.

To help meet the needs and interests of a diverse learning community, Casa has small learning communities, or career pathways, for eleventh and twelfth grade students. Casa's four pathways (or clusters) are International House, Health Career Pathway, Social Justice Academy, and Innovation. Each cluster includes courses from a vibrant career technical education program with a variety of electives for all grade levels. In addition, Casa has a robust Advanced Placement program. For Casa's underclassmen in ninth and tenth grades, students are grouped in small learning communities called houses. Each cluster and house has approximately 100 to 160 students.

Over the past several years, Casa Grande has experienced an enrollment decline from 1840 students (CBEDS Oct. 2007) to Casa's current enrollment of 1658. Casa is proud of its ethnic and socioeconomic diversity, which is reflected in the demographics of Sonoma County. The current student population is 49% White, 39% Hispanic, 4% Asian, 1% African American, 6% multiple or no response, with the Native American and Pacific Islander populations less than 1% each. The Hispanic population has grown 5% since the last WASC visit and the White population has declined 4%. For the first time in the school's history, the White population has dropped below 50% of the student body. The school reflects the growing diversity of Petaluma and the state of California.

Many of the parents in our community are well educated with a bachelor's or advanced degrees. As a result, the community has very high expectations for public education. Parent and community support for the schools in Petaluma is exceptional. In 2014 the city of Petaluma passed two bond measures for the joint school district: the Petaluma City (Elementary) School District Measure E, worth \$21 million and the Petaluma Joint Union High School District Measure C, worth \$68 million. The combined \$89 million bond funds are to improve the quality of education; repair deteriorating plumbing and sewer systems; upgrade inadequate electrical systems; increase student access to 21st century technology; renovate PE fields and facilities for school and community use; and modernize classrooms, restrooms, and school facilities.

Petaluma City Schools has an annual operating budget of 74 million dollars with the total number of students at 7500 and 878 staff members. Casa Grande receives \$7720 per student. The per pupil

spending on the average in California is \$10,795. Casa Grande does not receive Title I funds.

With the bond money, Casa Grande updated its sports complex. The upgrades included a new synthetic turf field and track, bathrooms, and upgrades to the sports complex landscaping. Other bond-funded projects included the district-wide 1:1 iPad initiative and internet infrastructure upgrades. Each student in the district received an iPad to access curriculum online, such as e-books and textbooks, Google classroom, and other internet resources. The district upgraded internet and wifi access for all students and staff to connect to online learning and resources.

In addition to the bond funding, Casa Boosters raises funds for both athletics and academics. The Boosters spend over \$100,000 annually to support teachers in the classroom by funding programs such as Robotics. Boosters also fund requests for materials such as makerspace tools, Chromebooks, and other classroom supplies. They support funding for athletics with uniforms and equipment, and recently renovated the school's weight room to support PE classes and athletic programs. To foster a positive learning environment in and outside the classroom, Boosters has helped fund a number of initiatives to beautify the campus with extensive landscaping and several outdoor learning spaces. Students and community members have been major contributors to improving the campus appearance.

Casa Grande parents and community members provide valuable leadership and support by serving on the School Site Council (SSC). The SSC has approved funding for a data release period, bilingual aides, and a Career Center Outreach Specialist. Parents provide valuable support to the United Anglers of Casa Grande by volunteering and raising money for the operation of Casa's fish hatchery. Parents are actively involved in Casa's outstanding music program through the Eastside Friends of Music. They assist in the costs of maintaining and running Casa Grande's music program. The English Learners Advisory Committee (ELAC) supports our English language learning students. They meet every other month to discuss the improvements in the EL program. The Parent Teacher Student Association supports teachers' and educational programs for the school. They host teacher luncheons and the annual senior breakfast which is an important end-of-high school activity for seniors. To provide a safe venue for graduates, Project Grad is an active group of parents and community members who sponsor and raise funds for the post-graduation annual event.

Casa's parents and community members started Petaluma Parents Against Drugs (PPAD) in 2015 to combat drug and substance abuse among Petaluma's teens. The organization has partnered with Casa Grande and District Administration, Petaluma Police, and the Drug Enforcement Administration. Town hall meetings were sponsored by PPAD with the various stakeholders to propose and implement strategies to limit drug use among teens within the district.

The Petaluma Education Foundation (PEF) is a privately funded, non-profit organization whose primary goal is to raise money in the community to benefit education in Petaluma. PEF has awarded grants of up to \$15,000 to support educational programs at Casa Grande. Most recently PEF has awarded grants to:

- The Robotics Program (2016)
- Casa's Hatchery United Anglers Science Watershed Enhancement Program (2017)
- The Broadcasting and Multimedia program (2017)
- The Science department for the purchase a Chromebook cart (2016)
- The Career Center to modernize the space with flexible use furniture (2015)

An anonymous donor has given Casa Grande over \$65,000 during the past four years to augment educational programs. The site used this generous donation to update the Library computer lab, purchase new computers for the computer graphics classroom, and purchase plants and trees for landscaping Casa's outdoor learning centers and seating areas.

With community and parent support, along with a dedicated and professional teaching staff, Casa's students have performed at high levels academically and in co-curricular activities. Casa's students



score above the national average on AP exams and SAT tests. In the final year of API rankings, Casa scored 812 and earned a similar schools ranking of 8. Casa Grande's Academic Decathlon Team has placed first in its division for the past 34 years. The Gaucho Gazette is the most awarded high school newspaper in Sonoma County and was nationally recognized in 2017. Casa Grande ranks 795 of 19,400 High Schools Nationwide (top 5%) in the US News and World Report in 2014. It is ranked 211th out of 21,000 High Schools in California and earns a national rank of 1217, earning the SILVER medal among schools. Casa was a California Gold Ribbon Recipient in 2015.

### **WASC Accreditation History**

Casa Grande High School was awarded a full six year accreditation by the Western Association of Schools and Colleges (WASC) with a three year Mid-Cycle Review in 2012, 2006, and 1999.

### **School Facilities**

The Casa Grande High School campus covers approximately 52 acres with 75 classrooms which includes one portable classroom, a fish hatchery, native plant nursery, weight room, and gym. Three classrooms are dedicated media spaces for the broadcast media program, yearbook production, and the 3D design program. In addition, adjacent to the 3D Design classroom is a small room for the silk screening business associated with the Casa Collective. The Auto Shop space has been recently updated to include a car lift.

In 2015, nearly all classrooms were upgraded with modern furniture to meet the demands for flexible learning spaces. The 2014 bond monies were used for this important upgrade.

The library consists of a large, open public space as well as an adjacent flexible use classroom for schoolwide use. During the past two years an outdoor learning area was added near the science wing. The Student Services building, located in the center of campus, includes the Counseling Office, a Career Center, Discipline Office, two conference rooms, and three offices used for mental health services.

The athletic complex was completely renovated in 2015-16 to include a synthetic track and field, new restroom and snack facilities, and a refurbished press box.

Annual maintenance and facility upgrades are done primarily during the summer months. Facility inspections are done annually to ensure that chemicals are properly stored in classrooms and workrooms in the science building. These inspections are done by the fire inspector and certified staff from the district office.

## **School Mission, Goals, and Programs**

### **Mission and Vision Statements**

In Spring 2017 Casa Grande revamped our Mission and Vision statements to reflect the modernization of our school and our efforts to graduate students ready for any type of post-secondary education or training and to be equipped with the skills necessary for success.

### **Mission Statement**

Casa Grande High School believes that education is a shared responsibility involving students, staff, family, and the broader community. Our mission is to foster strong relationships and to build a safe, inclusive, and collaborative environment where all students are engaged and challenged to achieve their highest potential.

**Vision Statement**

Upon graduation, all Casa Grande students will be broadly literate, civically engaged, highly employable, and have a personal vision for the future.

**Alignment of PCS Local Control Accountability Plan (LCAP) and Casa Grande School Plan for Student Achievement (SPSA) Goals**

Casa Grande’s educational goals as indicated in our School Plan for Student Achievement align with Petaluma City Schools (PCS) LCAP goals. All program initiatives and expenditures are evaluated and/or initiated in the context of meeting both site and district educational goals.

Goal	LCAP Goals	Casa Grande (SPSA) Goals
1	Students need access to 21st Century learning environments and tools.	Ensure that all classrooms are designed to support learning in the 21st Century and teachers and students are adequately prepared for the 1:1 initiative.
2	All students will graduate from PCS college and career ready.	Continue to increase college and career readiness for all Casa graduates, with special focus on students in predominant, underperforming subgroups.
3	PCS community will be involved and included in the education of PCS students, including the decision-making process.	Continue to increase parent engagement and participation at school and in support of their students’ education.
4	All students will be engaged and supported to meet the rigor required to be a 21st century citizen	Ensure that learning opportunities, both in and outside the classroom, are consistently focused on essential skills for productive, responsible citizenship.

[Link to Petaluma City Schools’ LCAP](#)

[Link to Single Plan for Student Achievement for Casa Grande](#)

**Casa Grande Graduation Requirements and Structure**

Casa Grande High School has a wide range of programs to meet our diverse student body. Students are encouraged, beginning in the ninth grade, to plan and prepare to meet college eligibility requirements, which exceed high school graduation requirements. Counselors work with freshmen to write four-year plans for their path through high school.

**Graduation requirements**

Social Studies 30 credits

English 40 credits

Mathematics 20 credits (Must pass Math 1)

Math Science Related 10 credits

Science 20 Credits (Physical Science 10 credits, Biology 10 credits)

Foreign Language/Visual Performing Arts/CTE 10 credits

Physical Education 20 credits

Human Interaction 5 credits

General Electives 65 credits

Total 220 credits

[Graduation Requirements and Minimum College Eligibility Requirements](#)

### Small Learning Community Structure

For freshmen and sophomores, Casa is organized into small learning communities (SLCs) called houses. There are three houses per grade, each with about 100 to 160 students.

Juniors and Seniors choose one of four thematic clusters or pathways. Clusters provide the opportunity for junior and senior students to pursue their interests in core subjects (English and Social Science) with an interdisciplinary approach which promotes critical thinking and problem solving skills with real world applications. The four clusters are:

- **Health Career Pathway** - Offers challenging hands-on learning with real world academic and technical skills in health sciences, science, English, and social studies.  
*Cluster electives:* Anatomy and Physiology, Clinical Biology, HOSA, and Sports Medicine.
- **International House** - Allows students to explore human and cultural diversity and interrelationships on a global scale and explore both modern and historical human relationships.  
*Cluster electives:* Environmental Science AP, Cultural Anthropology, Environmental Conservation and Restoration, Sociology, Psychology, and Culinary Arts and Hospitality/Food Service Management.
- **Social Justice Academy** - Encourages students to find and amplify their voices as they develop an understanding of themselves as they reflect on their roles as contributing citizens. Students are encouraged to develop tools to investigate and make meaning of some of our most pressing issues, including those of race, gender, class, war and peace, global economics, and Constitutional law.  
*Cluster electives:* Legal Studies, Women in History, PEACE, Comparative Religions, AP Human Geography, and Advanced Journalism.
- **Innovation** - Prepares students to compete and succeed in high-demand careers and college programs. Students learn how to develop, produce, and market new products, events and businesses.  
*Cluster electives:* 3D Animation, Computer Graphic Design, Computer Science AP, Intro to Computer Science, Automotive Technology, 3D Make, Robotics, and Digital Media.

## Casa Grande Programs

Casa Grande has a wide variety of academic support programs to ensure that all students can achieve a high school diploma and are prepared for life after high school. The support programs include the following:

- **English Learners Program**

Casa's English Learner program provides English language development and course work that support all areas of language: listening, speaking, reading and writing for students who are learning English. The core of Casa Grande's English Learners program is a three-course sequence in English Language Development:

- ELD 1A/1B - Beginning level - a two-period class that meets daily. The 1A section earns English credit, and the 1B section earns elective credit toward graduation.
- ELD 2/3 - Intermediate-level - a two-period class that meets daily. Similarly English 2 earns English credit and ELD 3 earns elective credit.
- ELD 4 - Advanced level - ELD 4 is taken in conjunction with a grade-level, college-prep English class. ELD 4 earns elective credit for graduation, but one year of ELD 4 is accepted as English credit for college entry.

The ELD 1A/1B classes receive dedicated funding, and are offered regardless of enrollment; the ELD 2/3 and 4 classes are paid for with general funds and are sometimes combined when enrollments do not justify separate sections. Movement between levels generally takes place at the end of a year, but students may be moved at mid-semester if their performance and comprehension warrant advancement. Placement decisions are based on a consideration of test scores, reading levels, and classroom grade. regular consultation between the ELD teachers and counselors, and for students in the Advanced level, the grade-level English teachers.

In all of the ELD classes the approach to instruction is based on language acquisition theory, and the provision of meaningful and comprehensible input across the four domains of reading, writing, listening, and speaking. The content the students are exposed to in their subject-area classes forms a prime source of meaningful input, and every effort is made to use the material studied in science, math, and history to build English literacy. At the same time, the mechanics of English grammar, punctuation, and syntax are also emphasized, in exercises ranging from drill and practice to creative writing. Native language literacy is encouraged whenever possible, and eligible students are encouraged to take the Spanish for Native Speakers classes, with regular consultations between the ELD and Native Speakers teachers regarding student progress.

In all of the classes, but most notably in ELD 1A/1B, the primary focus is providing a safe and comfortable environment in which the students are willing to take risks, experiment, and challenge themselves while supporting each other in the development of English literacy.

For their core subject courses the students are generally assigned to mainstream college-prep classes, although attempts are made to group introductory-level students when possible, to maximize the effectiveness of our bilingual aide time. All Casa teachers are certified in the use of SDAIE instructional techniques, and the English Learners Resource Teacher (ELRT) consults frequently with individual teachers, and regularly with the whole staff, regarding alternative approaches to instruction or assessment, or significant current research.

Teachers are encouraged to request bilingual aide assistance for specific projects or assignments, and the aides are generally available for student assistance in the Bilingual Tutoring Room every day during Office Hours and after school until 4:00 pm. With two periods

of aide time generally reserved for assistance in ELD 1A/1B, only seven sections of bilingual assistance are available in the schedule, and the ELRT works closely with the aides and counselors to allocate them most effectively.

The State of California's transition from the CELDT to the ELPAC has introduced some complications to the process of Redesignation as Fluent English Proficient. The CELDT for many years has been the starting point and basis of the process, but the lack of current scores has greatly reduced its utility. The CAASPP scores, though useful, are much less focused, and more properly serve as supplemental rather than fundamental indicators. Hence this year we have considered a much wider range of data, with a greater emphasis on input from the English teachers, but which includes both CAASPP and CELDT score data, an Oral Language Matrix, a locally developed reading and writing assessment, and classroom grades. Classroom teachers are notified when students are redesignated, and the ELRT continues to work with redesignated students and their teachers to suggest interventions and support, as appropriate.

- **Jump Start to the JC**

Jump Start is a partnership program between Santa Rosa Junior College and Casa Grande High School. Jump Start originated at Casa Grande working with SRJC and has grown to many high schools in Sonoma County. Jump Start helps students who will attend Santa Rosa Junior College after graduation begin the matriculation process in their senior year. The Jump Start program shepherds seniors through taking the SRJC placement tests in English and mathematics, completing the college application, filing for financial aid, and enrolling in SRJC's Orientation to College course all before high school graduation. SRJC's dynamic outreach staff work with Casa's counselors and Career Center Outreach Specialist to get the seniors connected to SRJC.

Jump Start is in its 5th year. It has grown from a first year participation of 27 students (15% of the students who planned to attend SRJC) in 2013/14 to 91 students (52% of the students who planned to attend SRJC) in 2016/17.

[Jump Start Data for Casa Grande](#)

- **10,000 Degrees**

10,000 Degrees is a non-profit organization that supports students from low-income, first generation households to prepare for and gain college degrees. 10,000 Degrees provides fresh-from-college graduates as mentors and tutors who give students direct and personal support. The mentors help students with coursework, teach self-advocacy skills, and help students navigate the college application, scholarship, and financial aid process.

- **Advanced Placement**

Casa's AP Program offers a comprehensive and rigorous curriculum designed to prepare students for college or university. Students are engaged in college level coursework and may earn college credit upon successful completion of a subject specific AP exam. Casa currently offers 16 AP courses, with the most recent addition of AP Human Geography in the 2017/18 school year. AP 3D Design will be added for the 2018/19 school year.

[AP courses at Casa Grande High School](#)

- **Special Education**

Casa's Resource Services Program (RSP) provides academic support for students with IEPs through study skills classes, a speech and language therapist, school psychologists, a behavior specialist, and a workability teacher. For students who need mentoring to navigate social interactions and communications, the speech therapist and school psychologist provide four levels of social skills groups.

- **Office Hours**

Casa Grande offers a 30-minute intervention period at the end of school day. Students may use Office Hours to make up tests, receive extra instruction from a teacher, work on a group project, or complete homework in a specific teacher’s classroom. All teachers are available during Office Hours.

- **Academic Review Team**

In Fall of 2017, the Casa’s Administrative team developed the Academic Review Team (ART) process. Ninth graders with two or more F’s were identified after the first marking period. These students and parents were invited for an informational meeting about the critical importance for ninth grade academic success and how ninth grade academic failure in two or more classes jeopardizes graduation. These students were assigned a “case manager”, either an administrator or counselor. The charge of the case manager was to create personal connections with the students and offer support and encouragement to these struggling students. The case managers met with the students often throughout the semester. The culminating activity was a student-led conference with the case manager and several of the student’s teachers. The conferences were designed to allow the students to discuss their challenges and share successes they had during the semester.

This ART initiative shows promise. Thirty-six Freshmen were identified with two or more F’s. Of the initial 36 students identified, 39% (12 students) “graduated” from the ART list. We will continue to refine this ART process for the Spring 2018 semester and will expand to include 10th grade students for the 2018-19 academic year.

[Academic Review Team \(ART\) Invitation to Parents](#)

[Academic Review Team Presentation to Parents and Students](#)

[Academic Review Team End of Semester Results](#)

[Academic Review Team Student Led Conference Schedule and Protocol Sample](#)

## Casa Grande High School Data

### Certificated Staff

Position	FTE
Principal	1
Assistant Principal	3
Counselor	5
Psychologist	2.5
Nurse	.4
Speech Therapist	1
Librarian	1

**2017-18 Teacher Data**

Number of Teachers	Full Credential	Without Full Credential	University Intern	Waiver	Average Years of Teaching	Average Years in District
89	87	1	1	0	15	11

**Teachers with Advanced Degrees**

PhD: 1

JD: 2

MD: 1

Masters: 40 (includes 5 counselors and 4 administrators)

National Board Certified: 1

**2017-18 Gender and Ethnicity of Teachers**

Male	Female	White	Latino	Japanese	Other Asian	Total
34	55	82	4	2	1	89

**Classified Staff**

Male	Female	White	Latino	African-American	American Indian or Alaskan	Total
10	35	38	4	1	2	45

**ESSA Certified**

20 Paraprofessionals

**Staff Development**

Staff at Casa Grande receive staff development primarily in two ways: The district offers professional development at the start of the year, a day mid-year, and a day at the end of the school year. Teachers also have site-based opportunities for professional growth. Several times during the school year teachers meet in professional learning networks (PLNs) for lesson planning, curriculum development, and collaboration with colleagues. The district K12 Curriculum Committee, comprised of teachers, site administrators, and the Assistant Superintendent of Curriculum and Instruction, plans staff development topics each year.

**Students with IEPs or 504s**

	Female	Male	9th	10th	11th	12th	Total
<b>SPED</b>	<b>69</b>	<b>102</b>	<b>54</b>	<b>49</b>	<b>40</b>	<b>28</b>	<b>171</b>
<b>504</b>	<b>22</b>	<b>48</b>	<b>23</b>	<b>6</b>	<b>21</b>	<b>20</b>	<b>70</b>

**Student Demographic Data**

School Year	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
2013-14	479	458	419	388	1744
2014-15	448	447	424	402	1721
2015-16	461	400	427	395	1683
2016-17	418	472	381	399	1670
2017-18	483	396	435	351	1665

The demographic data shows that the graduating classes of 2016 and 2017 had an attrition rate of 97 and 80 students respectively. The reduction in the number of freshman who started at Casa may be attributed to many factors including students seeking their education at alternative sites within the district. Petaluma City Schools has four alternative settings to meet the needs of students who struggle at a large, comprehensive high school. The administration and counseling staff are continuing efforts to reduce the number of students who leave the site with a variety of interventions, such as identifying struggling students earlier, and working with their counterparts at Kenilworth Junior High School to determine which incoming students are at risk and need extra support. The trend also indicates the declining enrollment during the four years prior to 2017-18 school-year. The freshman class entering Casa in the fall of 2017 appears to be an anomaly with the large number of students entering ninth-grade.

**School Enrollment by Ethnicity and Grade 2013 - 2017**

Ethnicity	Enrollment				
	Total	Grade 9	Grade 10	Grade 11	Grade 12
<b>2013-2014</b>					
Hispanic or Latino of Any Race	595	164	173	129	129
American Indian or Alaska Native, Not Hispanic	6	4	4	0	1
Asian, Not Hispanic	95	12	31	26	26
Filipino, Not Hispanic	28	6	4	8	10
African American, Not Hispanic	22	4	4	6	8
White, not Hispanic	915	273	218	227	197
Two or More Races, Not Hispanic	81	19	24	22	16
Not Reported	2	0	0	1	1
<b>Total</b>	<b>1744</b>	<b>479</b>	<b>458</b>	<b>419</b>	<b>388</b>



<b>2014-2015</b>	<b>Total</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
African American	21	5	4	5	7
American Indian or Alaska Native	8	5	2	1	0
Asian	91	25	12	29	25
Filipino	25	3	7	6	9
Hispanic or Latino	580	160	149	154	117
Pacific Islander	4	2	0	0	2
White	910	226	255	207	222
Two or More Races	81	22	18	22	19
Not Reported	1	0	0	0	1
<b>Total</b>	<b>1,721</b>	<b>448</b>	<b>447</b>	<b>424</b>	<b>402</b>
<b>2015-2016</b>	<b>Total</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
African American	21	10	3	4	4
American Indian or Alaska Native	5	0	3	1	1
Asian	85	21	26	12	26
Filipino	14	3	1	6	4
Hispanic or Latino	621	186	150	144	141
Pacific Islander	3	1	2	0	0
White	852	209	198	243	202
Two or More Races	81	31	17	17	16
Not Reported	1	0	0	0	1
<b>Total</b>	<b>1,683</b>	<b>461</b>	<b>400</b>	<b>427</b>	<b>395</b>
<b>2016-2017</b>	<b>Total</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
African American	17	4	7	2	4
American Indian or Alaska Native	7	3	0	3	1
Asian	74	17	21	24	12
Filipino	14	3	3	2	6
Hispanic or Latino	654	184	194	144	132
Pacific Islander	6	1	1	4	0
White	827	192	215	187	233
Two or More Races	70	14	31	15	10
Not Reported	1	0	0	0	1
<b>Total</b>	<b>1,670</b>	<b>418</b>	<b>472</b>	<b>381</b>	<b>399</b>

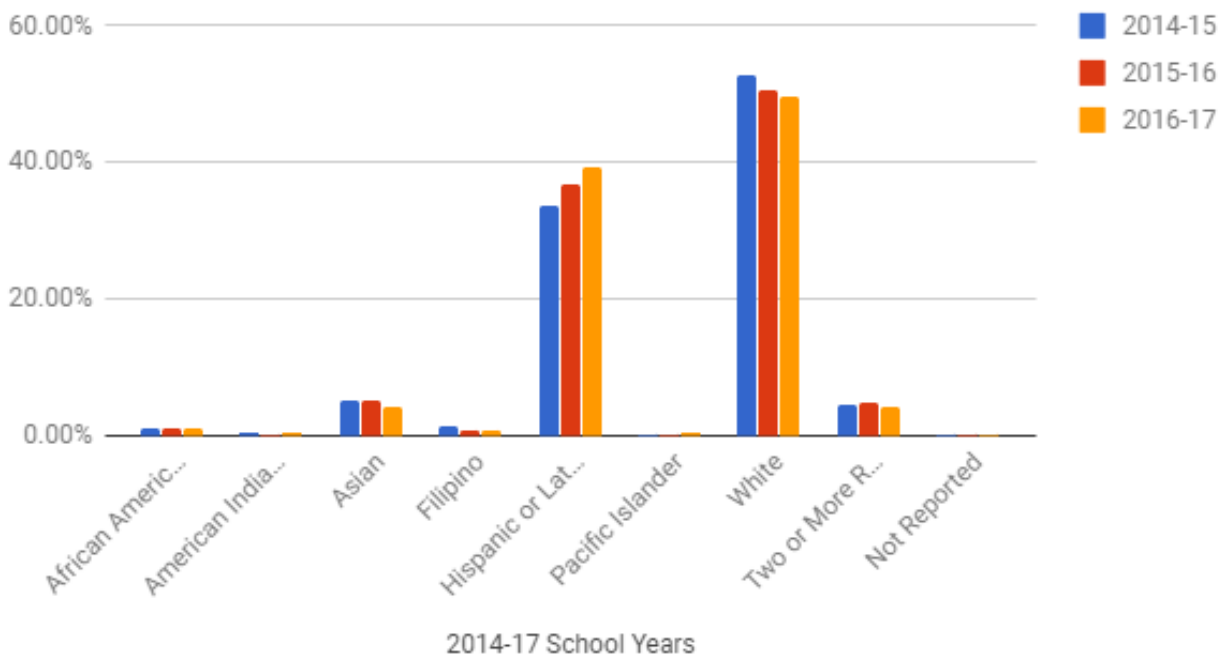
During the past four years, Casa Grande has experienced a decline of students from a high of 1721 in 2013 to the current enrollment of 1671. In 2017-18 the freshman class was exceptionally large with 509 students coming from Kenilworth Junior High School. In 2016-17, there were 192 White students and 184 Latino students. From 2014-15, there has been a drop in White students from 226 to 192. During the same time span, there was increase of 24 Latino students. If this trend continues, latinos will represent the majority of students at Casa. As with the other demographic groups, the number has remained fairly steady over the past several years.

**Enrollment by Ethnicity in Percent**

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2014-15	1,721	1.2%	0.5%	5.3%	1.5%	33.7%	0.2%	52.9%	4.7%	0.1%
2015-16	1,683	1.2%	0.3%	5.1%	0.8%	36.9%	0.2%	50.6%	4.8%	0.1%
2016-17	1,670	1.0%	0.4%	4.4%	0.8%	39.2%	0.4%	49.5%	4.2%	0.1%

Since 2012, the percentage of White students has declined over 3% with an increase of Latino students of over 5%. This shift is seen throughout the district. The percentage of the ethnic groups other than White or Latino have remained fairly constant during the 2014-2017 school years.

**Enrollment Multi-year Summary by Ethnicity**



### Enrollment by Subgroup

Subgroup	2014-15	2015-16	2016-17
English Learners	153	169	171
Foster	2	1	1
Homeless youth	4	32	38
Migrant Education	11	6	4
Students with Disabilities	219	195	217
Socio-economically Disadvantaged	619	666	674
Free and Reduced Meal	582	646	650
All Students	1,721	1683	1670

The increase in of the number of English language learners reflects the demographic trend of more Latino students enrolling at Casa Grande. The number of socio-economically disadvantaged students has increased as well. The chart below indicates the number of students receiving free and reduced meals. The number grew from 582 in 2014 to 650 in 2017. The 68 student increase comes as the overall number of students declined during the same period.

Spanish is the predominant language other than English for students and families who attend Casa Grande High School. The number of languages spoken at home or by students is 27 in the 2016-17 school year.

### Percentage of Students Receiving Free and Reduced Meals

Year	Number of Students Receiving Free and Reduced Meals	Total Number of Students Enrolled	Percentage
2014-15	582	1721	34%
2015-16	646	1683	38%
2016-17	650	1670	39%

Even though Casa’s enrollment is declining, there has been an increase in the number of students qualifying for free and reduced meals. Some contributing factors to the number of students who qualify may be the result of the district’s effort to ensure that all families enrolling students complete information for free or reduced meals. Another factor may be attributed to the high cost of living in Sonoma County.

## CAASPP Results

### English Language Arts

CAASPP	Casa 2015	CA 2015	Casa 2016	CA 2016	Casa 2017	CA 2017
Number of students enrolled	404	479,423	398	476,352	363	474,337
Number of student Tested	396	432,825	392	439,660	356	444,860
Number of Students With Scores	378	420,327	391	434,097	356	444,040
Standard Exceeded: Level 4	33%	23%	35%	26%	31%	28%
Standard Met: Level 3	44%	33%	39%	33%	40%	32%
Standard Nearly Met: Level 2	17%	24%	18%	22%	17%	21%
Standard Not Met: Level 1	5%	20%	9%	19%	12%	19%
<b>Proficient and above</b>	<b>77%</b>	<b>56%</b>	<b>74%</b>	<b>59%</b>	<b>71%</b>	<b>60%</b>

### Math

CAASPP	Casa 2015	CA	Casa 2016	CA 2016	Casa 2017	CA 2017
Number of students enrolled	404	479,423	398	476,321	363	474,357
Number of student Tested	391	430,227	392	438,518	355	443,213
Number of Students With Scores	383	418,491	391	432,383	355	442,457
Standard Exceeded: Level 4	19%	11%	21%	13%	16%	13%
Standard Met: Level 3	21%	18%	30%	20%	28%	19%
Standard Nearly Met: Level 2	32%	25%	24%	25%	28%	24%
Standard Not Met: Level 1	27%	45%	24%	43%	28%	44%
<b>Proficient and above</b>	<b>40%</b>	<b>29%</b>	<b>51%</b>	<b>33%</b>	<b>44%</b>	<b>32%</b>

CAASPP All Students	2015	2016	2017
ELA			
Exceeded Standard	33%	35%	31%
Met Standard	44%	39%	40%
Nearly Met	17%	18%	17%

Not Met Standard	5%	9%	12%
<b>ELA Claims</b>			
<b>Reading</b>			
Above Standard	43%	40%	39%
At or Near Standard	47%	51%	48%
Below Standard	10%	8%	13%
<b>Writing</b>			
Above Standard	44%	41%	43%
At or Near	49%	46%	42%
Below Standard	8%	14%	15%
<b>Listening</b>			
Above Standard	21%	28%	32%
At or Near Standard	73%	63%	59%
Below Standard	6%	9%	8%
<b>Research/Inquiry</b>			
Above Standard	48%	43%	42%
At or Near Standard	48%	50%	45%
Below Standard	5%	7%	13%

<b>CAASPP</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Math</b>			
Exceeded Standard	19%	21%	16%
Met Standard	21%	30%	28%
Nearly Met	32%	24%	28%
Not Met Standard	27%	24%	28%
<b>Math Claims</b>			
<b>Concepts and Procedures</b>			
Above Standard	29%	35%	31%
At or Near Standard	37%	36%	34%
Below Standard	35%	29%	34%

<b>Problem Solving and Modeling &amp; Data Analysis</b>			
Above Standard	22%	28%	20%
At or Near	61%	52%	49%
Below Standard	18%	20%	31%
<b>Communicating Reasoning</b>			
Above Standard	22%	24%	20%
At or Near Standard	59%	58%	60%
Below Standard	19%	18%	20%

<b>CAASPP</b>												
<b>English Language Arts All Students</b>				<b>Economically Disadvantaged</b>			<b>English Learners</b>			<b>Students with Disabilities</b>		

	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Standard Exceeded	33%	35%	31%	21%	21%	15%	6%	0%	0%	4%	2%	3%
Standard Met	44%	39%	40%	45%	41%	43%	0%	14%	10%	29%	30%	14%
Standard Nearly Met	17%	18%	17%	26%	22%	21%	47%	32%	14%	21%	32%	38%
Standard not Met	5%	9%	12%	8%	16%	21%	47%	54%	76%	46%	36%	46%

<b>CAASPP</b>												
<b>Math All Students</b>				<b>Economically Disadvantaged</b>			<b>English Learners</b>			<b>Students with Disabilities</b>		

	2015	2016	2017	2015	2016	2017	2015	2016	2017	2015	2016	2017
Standard Exceeded	19%	21%	16%	8%	10%	7%	6%	0%	0%	4%	2%	0%
Standard Met	21%	30%	28%	18%	23%	21%	19%	4%	4%	0%	2%	0%
Standard Nearly Met	32%	24%	28%	35%	29%	30%	13%	18%	0%	24%	20%	31%

Standard not Met	27%	24%	28%	39%	37%	42%	63%	79%	96%	72%	75%	69%
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### CAASPP Result for White and Hispanic/Latino

#### English Language Arts

	2015	2015	2016	2016	2017	2017
CAASPP	White 2015	Hispanic/Latino	White	Hispanic/Latino	White	Hispanic/Latino
Number of student Tested	197	142	227	129	173	133
Number of Students With Scores	189	142	227	128	173	133
Standard Exceeded: Level 4	42%	17%	42%	19%	40%	14%
Standard Met: Level 3	43%	46%	36%	45%	39%	41%
Standard Nearly Met: Level 2	12%	27%	16%	23%	13%	24%
Standard Not Met: Level 1	3%	10%	5%	13%	8%	22%
<b>Proficient and above</b>	<b>85%</b>	<b>63%</b>	<b>78%</b>	<b>64%</b>	<b>79%</b>	<b>55%</b>

### CAASPP White and Hispanic/Latino

#### Math

	2015		2016		2017	
Subgroup	White	Hispanic/Latino	White	Hispanic/Latino	White	Hispanic/Latino
Number of student Tested	194	139	227	129	173	132
Number of Students With Scores	190	137	227	128	173	132
Standard Exceeded: Level 4	24%	9%	28%	9%	20%	5%
Standard Met: Level 3	27%	14%	33%	25%	32%	21%
Standard Nearly Met: Level 2	29%	36%	21%	33%	27%	30%
Standard Not Met: Level 1	19%	41%	18%	33%	21%	44%
<b>Proficient and above</b>	<b>51%</b>	<b>23%</b>	<b>61%</b>	<b>34%</b>	<b>52%</b>	<b>26%</b>

The above two tables represent CAASPP information for Casa’s largest two subgroups. The disparity between the groups continue and English has widened and continues to math despite interventions in math and ELA.

## CAASPP Ethnicity

2015-2017 CAASPP English Language Arts Percent of Students Who Met or Exceeded Standards				
Group	2015	2016	2017	Change
All Students	77	74	71	-6
Female	75	76	77	+2
Male	78	71	64	-14
American Indian Alaska Native	*	*	*	*
Asian	81	75	88	+7
Black or African American	*	*		
Filipino	*	*		
Hispanic or Latino	63	64	54	-9
White	85	78	76	-9
Two or More Races	95	76	93	-2

\*Number on test results fewer than 10

2015-2107 CAASPP Math Percent of Students Who Met or Exceeded Standards				
Group	2015	2016	2017	Change
All Students	40	51	44	+4
Female	37	55	42	+5
Male	46	49	45	-1
American Indian Alaska Native	*	*	*	*
Asian	67	67	84	+17
Black or African American	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	25	34	26	+1
White	51	61	52	+1
Two or More Races	42	54	47	+5

\*Number on test results fewer than 10



**SAT for Casa Grande 2013 - 2016**

Year	Enrollment Grade 12	Number Tested	Average Score Reading	Average Score Math	Average Score Writing	Number of Scores >1500	Percent of Scores >1500
2013-14	388	200	531	545	524	125	66
2014-15	402	201	526	549	525	124	62
2015-16	395	217	505	515	500	117	54

**ACT for Casa Grande 2013-2016**

Year	Enrollment Grade 12	Number Tested	Average Score Reading	Average Score English	Average Score Math	Average Score Science	Number of Scores >=21	Percent of Scores >=21
2013-14	388	75	25	24	26	24	63	84
2014-15	402	94	25	25	25	24	73	78
2015-16	395	96	25	24	25	23	77	80

**EAP, 2013 - 2017 (Data during the years of 2015 - 2017 are from CAASPP)**

ELA	2013	2014	2015	2016	2017
Student Tested	359	395	396	392	356
College Ready	34%	39%	33%	35%	31%
Conditional	20%	18%	44%	39%	40%
Not Ready	46%	43%	22%	27%	29%

Math	2013	2014	2015	2016	2017
Student Tested	222	257	391	392	355
College Ready	19%	16%	19%	21%	16%
Conditional	47%	47%	21%	30%	28%
Not Ready	34%	37%	59%	48%	56%

The trend of the percentage of students college ready has remained fairly constant over the five year period recorded in the table. There was 3% decline in both ELA and Math during this time. In the table below, college readiness for both subgroups has also declined. The table below indicates a small bump in 2016, yet an overall decline of nearly 4% in both subgroups in math. The percentage of students college ready also declined in ELA. From this data, the achievement gap has not closed between two of Casa’s largest subgroups and fewer students are college ready with the new state assessment.

## College Readiness Based on CAASPP Assessment 2015 -17 for Hispanic/Latino and White

### English Language Arts

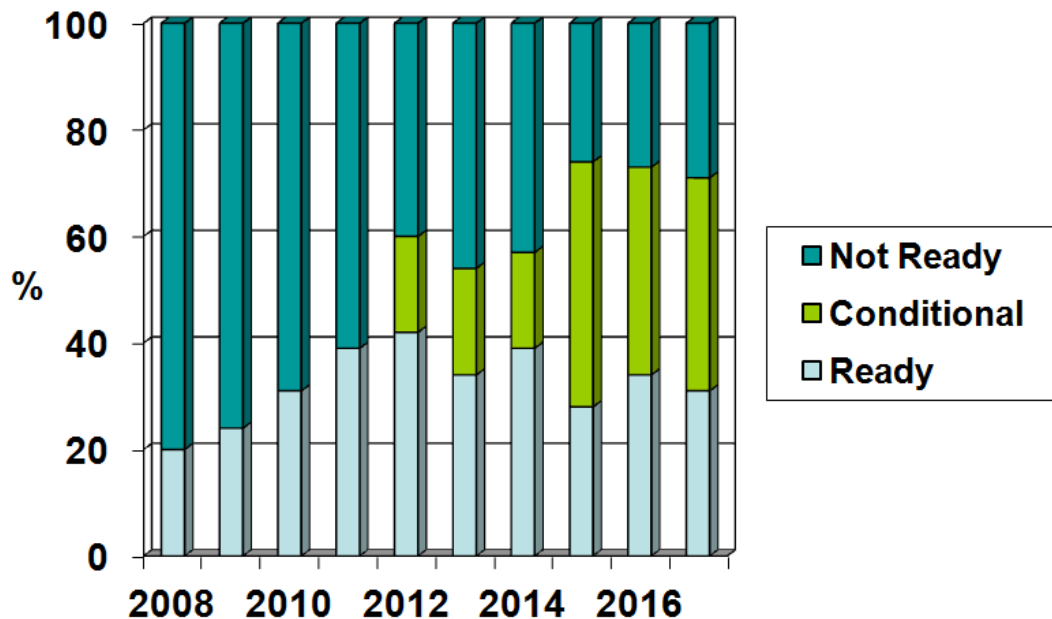
Sub-groups	2015	2016	2017
Hispanic/Latino	17%	19%	13.5%
White	42%	42%	40%

### Math

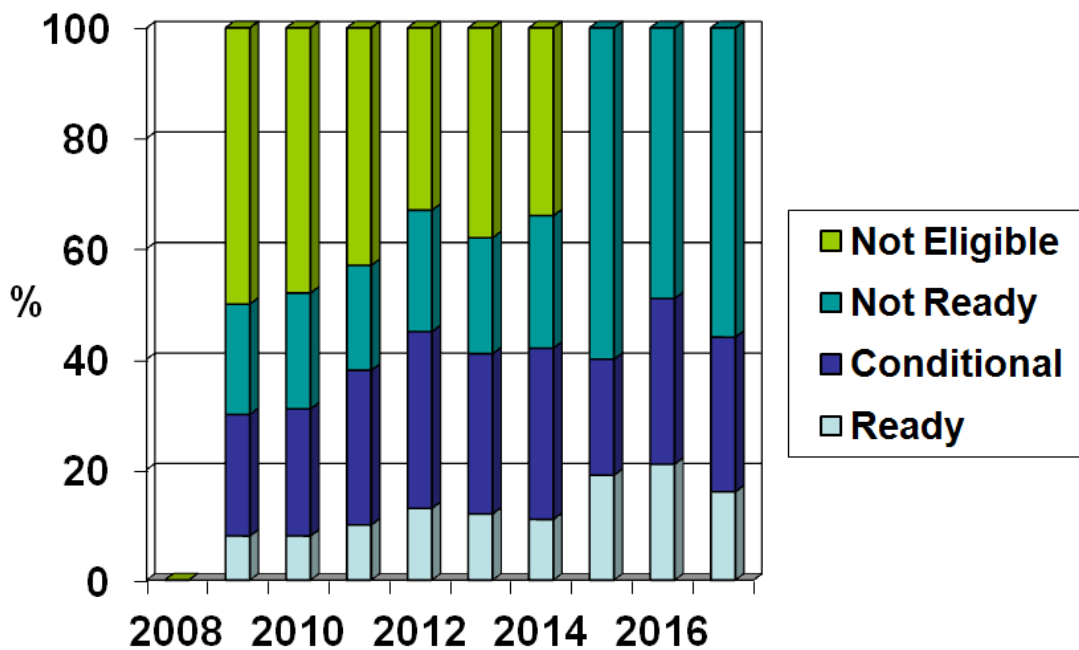
Sub-groups	2015	2016	2017
Hispanic/Latino	9%	9%	4.5%
White	24%	28%	20%

As the data indicates, even though the White subgroup outperforms the Hispanic/Latino subgroups, both subgroups showed a net decrease overall for college readiness as measured on the on the CAASPP assessment. This data set is based on those students who scored a Level 4 on the CAASPP assessment.

**EAP English 2008-17 as a percent of all 11th graders**



**EAP Overall Math 2008-17 as a percent of all 11<sup>th</sup> graders**

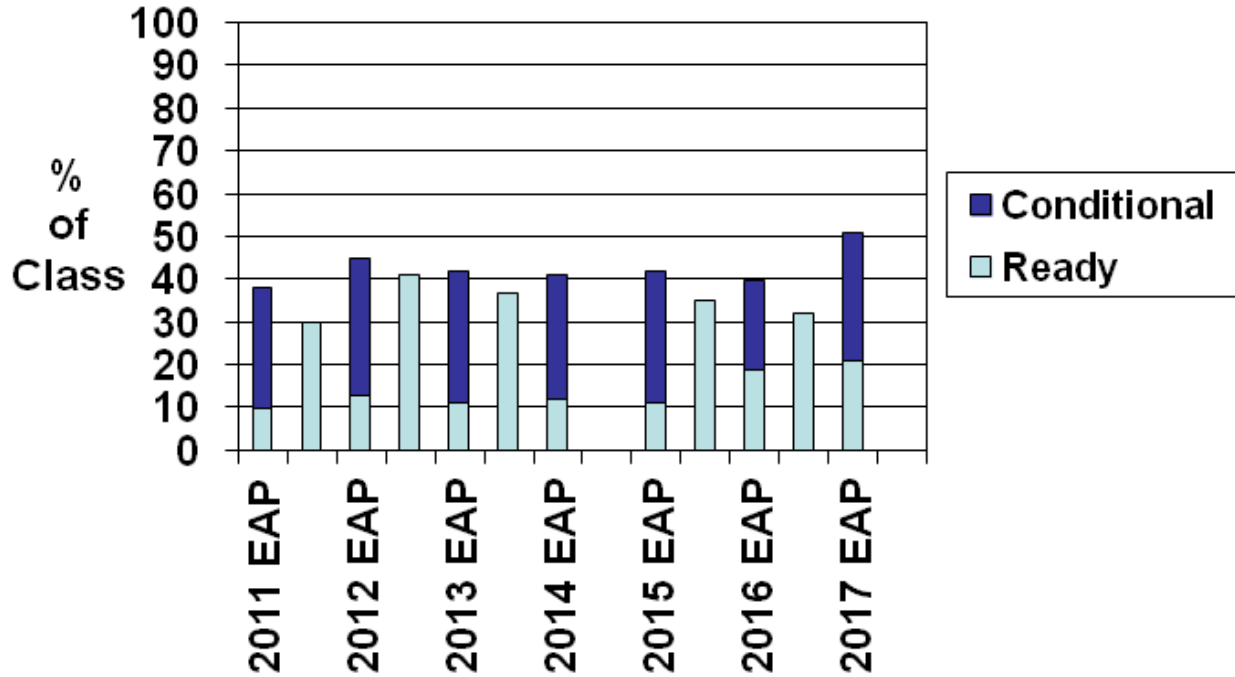


\*note: 2008 EAP participation rate in Math was only 48%.

### College Ready Overall Math upon graduation

#### Class of 2011, 2012, 2013, 2015, 2016: 11<sup>th</sup> Grade EAP vs. at Graduation

(The first bar indicates college-readiness of Conditional or Ready from EAP state testing junior year. The second bar represents that same class upon graduation based on a transcript review. 550 Math SAT, 23 ACT or completion of Alg 2 or higher in senior year.)



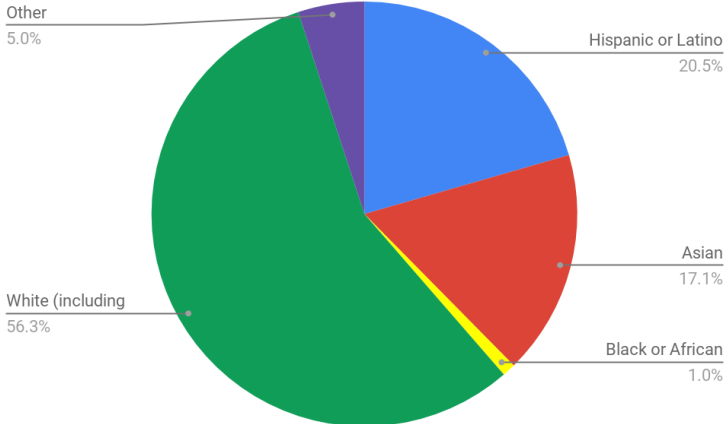
### Advanced Placement

Casa Grande High School AP Test Results 2013-2017					
	2013	2014	2015	2016	2017
Total AP Test Takers	348	309	330	329	350
Number of Exams	729	711	674	621	623
AP Students w/ Scores 3+	248	241	236	220	244
% of Total AP Students w/ Scores 3+	71	78	71	67	70

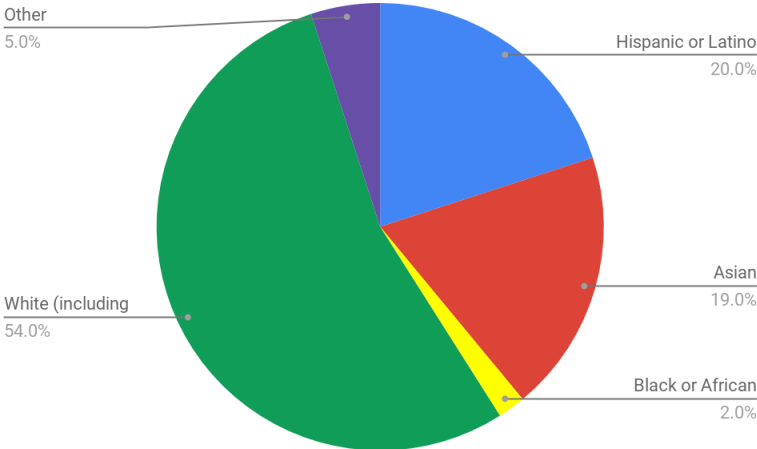
Data provided by College Board

### 2013-2017 AP Ethnicity Data (Test Takers)

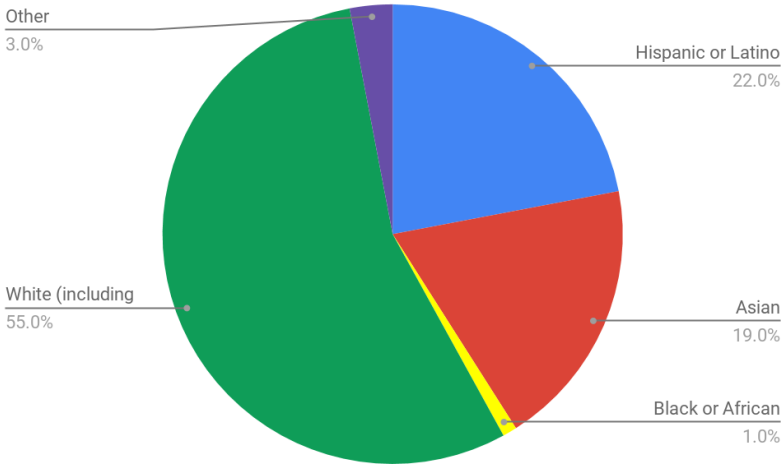
2013



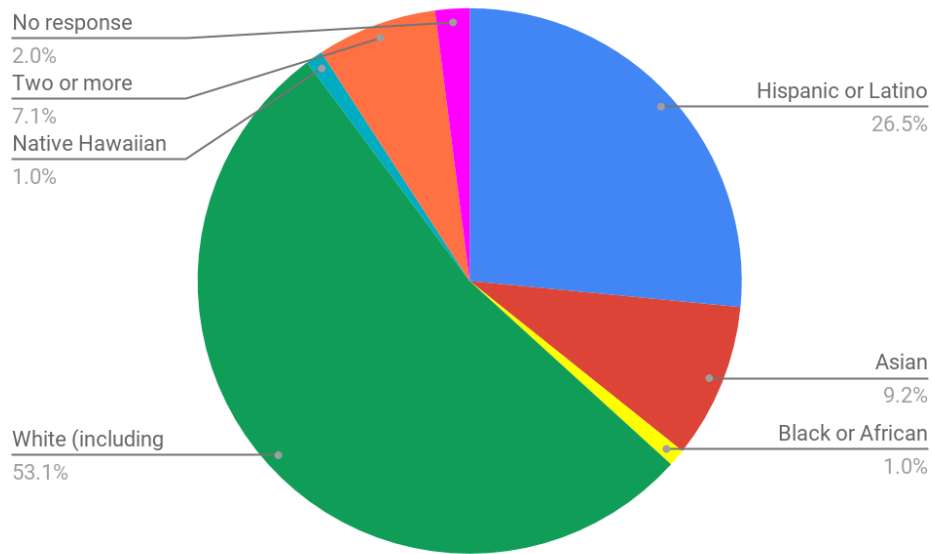
2014



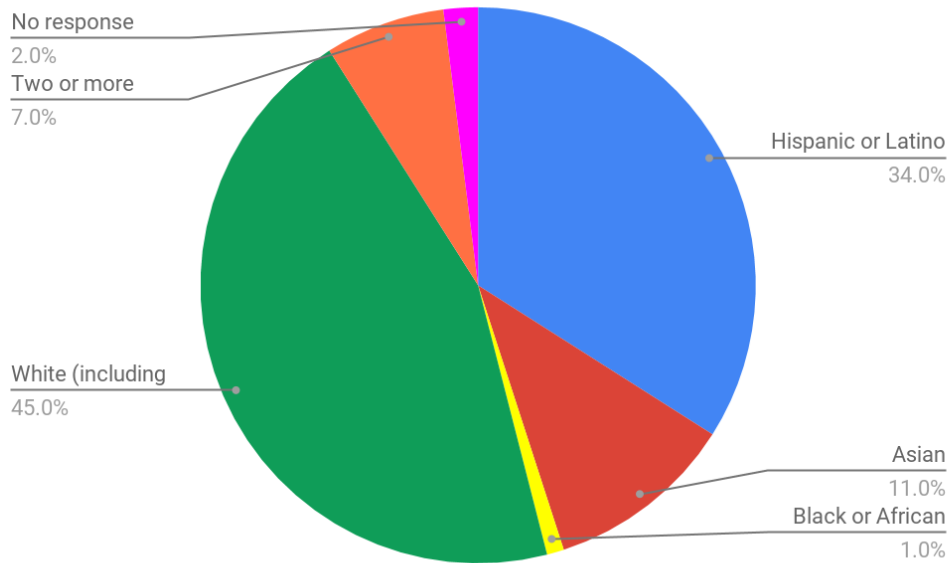
2015



2016



2017



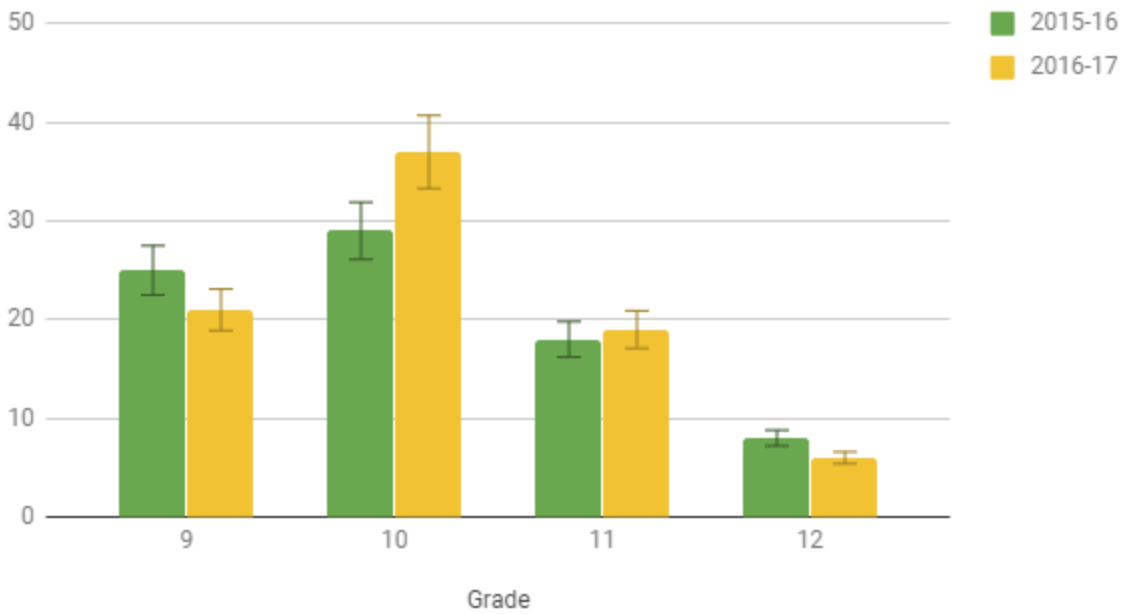
**List of AP Courses**

<p><b>AP American Government</b>  <b>AP Physics I</b>  <b>AP Physics II</b>  <b>AP Calculus AB</b>  <b>AP Calculus BC</b>  <b>AP Psychology</b></p>	<p><b>AP Spanish Language &amp; Culture</b>  <b>AP Environmental Science</b>  <b>AP French Language &amp; Culture</b>  <b>AP Statistics</b>  <b>AP Language &amp; Composition</b></p>	<p><b>AP US History</b>  <b>AP Literature &amp; Composition</b>  <b>AP Macroeconomics</b>  <b>AP Computer Science</b>  <b>AP Human Geography</b></p>
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**California English Language Development Test (CELDT)**

Performance Level	2013-14	2014-15	2015-16	2016-17
Advanced	19 12%	28 17%	24 13%	27 14%
Early Advanced	56 36%	68 41%	86 45%	86 45%
Intermediate	50 32%	46 28%	46 24%	45 23%
Early Intermediate	14 9%	9 5%	15 8%	9 5%
Beginning	18 11%	14 8%	19 10%	25 13%
Number Tested	157 100%	165 100%	190 100%	192 100%

2015-16 and 2016-17 Long Term ELL



**Long-term English Learners 2015-2017**

	EL 0-3 Years	At Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years not at Risk	RFEP
2015-16	22	3	80	64	422
2016-17	29	0	83	59	432

**Annual Reclassification of English Learners**

Year	Enrollment	English Learners	Fluent English Proficient Learners	Students Redesignated Fluent English Proficient
2013-14	1744	142 (8.1%)	455 (26.1%)	37 (23.4%)
2014-15	1721	153 (8.9%)	436 (25.3%)	22 (15.5%)
2015-16	1683	169 (9%)	459 (19.4%)	42 (27.5)
2016-17	1670	171 (10.2%)	469 (28.1%)	41 (24.3%)

During the years of 2013 - 2017, the number of English Learners has grown by 29 students despite the overall drop in enrollment of 74 students during the same time period. The number of students RFEP'd continues to remain about 25% of the students annually during this four year timeframe. Of the 171 ELL students in 2016-17, 83 were Long-term English Learners.

**Report Card Analyses for Ds and Fs**

Total Ds and Fs by Semester and Grade 2017-18								
	9th Ds	9th Fs	10th Ds	10th Fs	11th Ds	11th Fs	12th Ds	12th Fs
M1 2017	165	163	162	199	171	146	93	79
M2 2017	200	178	190	225	200	191	158	95
M4 2018	247	148	229	193	231	165	180	56

**Graduates Meeting UC and/or CSU Requirements - Major Subgroups**

Ethnicity	2013-14	2014-15	2015-16	2016-17
	Grads (UC/CSU)	Grads (UC/CSU)	Grads (UC/CSU)	Grads (UC/CSU)
Asian	19 (10) 53%	26 (20) 77%	25 (17) 68%	* not available
Hispanic/Latino	109 (21) 19%	109 (26) 24%	124 (40) 32%	* not available
White	223 (101) 45%	210 (93) 46%	197 (97) 49%	* not available
Two or More Races	25 (10) 40%	20 (8) 40%	16 (7) 44%	* not available
<b>Total</b>	383 (145) 38%	373 (156) 42%	369 (165) 45%	* not available
<b>Total Percent</b>	<b>38%</b>	<b>42%</b>	<b>45%</b>	* not available



**State and County-wide Graduates meeting UC and CSU Requirement**

	2013-14	2014-15	2015-16
Sonoma County	32%	34%	36%
State of California	42%	43%	45%

**Casa Grande Completion Rate**

Year	Dropout Rate (%)	Graduation Rate (%)
2014-15	2.3	95.1
2015-16	1.8	95.9
2016-17	No Data	95.1* New Data Format

**Graduates By Ethnicity**

Year	Hispanic latino	American Indian	Asian	Pacific Islander	Filipino	African American	White	Two Or More Races	Not Reported	Total
2013-14	121 (33%)	1	24 (7%)	0	7 (2%)	8 (2%)	188 (52%)	16 (4%)	0	365
2014-15	109 (29%)	0	26 (7%)	1	8 (2%)	7 (2%)	201 (54%)	20 (5%)	1	373
2015-16	124 (34%)	1	25 (7%)	0	4 (1%)	2	197 (53%)	16 (4%)	0	369
2016-17	Not yet available									

**Dropout Multi-year Summary**

Class	Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts
2015-16	388	372	96	7
2014-15	385	366	95	9
2013-14	380	364	96	8
2012-13	407	383	94	16

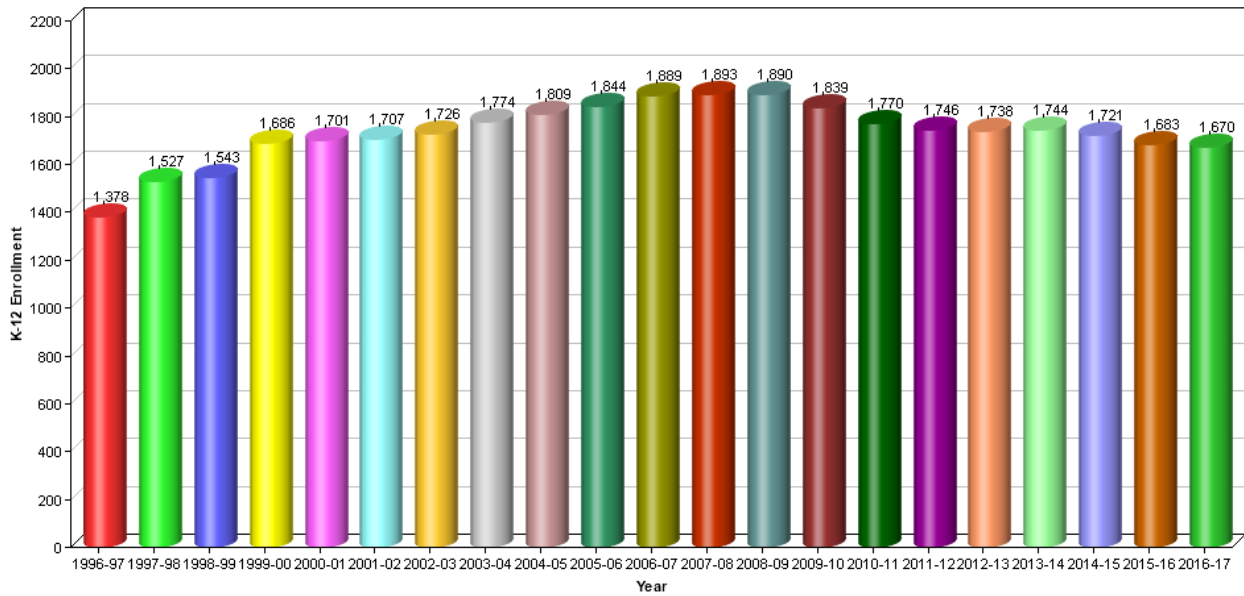
**Dropouts by Program 2015-16**

Program Name	Cohort Students	Cohort Graduation	Cohort Graduation Rate
English Learners	95	87	92
Foster Youth	*	*	100

Migrant Education	*	*	50
Special Education	55	45	82
Socioeconomically Disadvantaged	179	164	93
All Students	388	372	96

\* Ten or fewer Students

### Longitudinal Enrollment



ChartDirector (unregistered) from www.advsofteng.com

As the graph indicates, Casa Grande’s total population was 1889 in 2006. Over a ten year period Casa’s student body dropped by 219 students to 1670 in 2016-17. Casa currently has 1658 students. There could be many contributing factors to the drop in student population. The price of housing is very expensive in Petaluma, with the average cost for a single family home over \$700,000. Another contributing factor is the rise of smaller charter schools in Sonoma and Marin Counties, such as Marin School of the Arts, Tech High, and Credo, a Waldorf charter high school. The latter two schools are located about 16 miles north of Petaluma.

## School Climate

### Suspension Rate

Ethnicity	2014-15		2015-16		2016-17	
	Cumulative Enrollment	Total Suspension	Cumulative Enrollment	Total Suspension	Cumulative Enrollment	Total Suspension
African American	21	2	21	9	19	3
American Indian	10	5	*	*	*	*
Asian	91	3	86	5	78	3
Filipino	25	4	15	3	15	1
Hispanic Or Latino	602	72	643	105	679	94
Pacific Islander	*	*	*	*	*	*
White	923	79	888	77	863	69
Two or More Races	83	3	83	6	74	5
Not Reported	*	*	*	*	*	*
Casa Grande	1760	168	1748	313	1744	183

### Expulsion Rate

Year	Cumulative Enrollment	Total Expulsions	Expulsion Rate
2013-14	1827	4	.22%
2015-16	1748	4	.23%
2016-17	1744	7	.40%

**Cumulative Enrollment:** Cumulative enrollment consists of the total number of unduplicated primary and short-term enrollments within the academic year (July 1 to June 30), regardless of whether the student is enrolled multiple times within a school or district.

## 2017-18 Casa Grande High School Athletic Rosters (as of 1/25/2018)

Season	Program Name	Academic Year	
		2016-17	2017-18
Fall	Co-ed Cross Country	52	44
Fall	Football Count	142	116
Fall	Golf Girls	8	8
Fall	Tennis Girls	16	18
Fall	Volleyball	35	41
Fall	Soccer Girls	47	--
	<b>Fall Total</b>	<b>300</b>	<b>227</b>
Winter	Basketball Boys	42	35
Winter	Basketball Girls	27	31
Winter	Soccer Boys	43	41
Winter	Soccer Girls	--	62
Winter	Co-ed Wrestling	37	51
	<b>Winter Total</b>	<b>149</b>	<b>220</b>
Spring	Co-ed Badminton	32	*
Spring	Baseball	61	
Spring	Golf Boys	12	
Spring	Lacrosse Boys	51	
Spring	Lacrosse Girls	32	
Spring	Softball	22	
Spring	Co-ed Swimming	31	
Spring	Tennis Boys	22	
Spring	Co-ed Track	94	
	<b>Spring Total</b>	<b>357</b>	
	<b>Roster Year Totals</b>	<b>806</b>	<b>447</b>

\* Spring Season starts 2/5/18. No roster information available.

Note: Roster count includes students that may be doing more than one sport.

## Gauche Clubs

ASL - American Sign Language Bike Club BSU - Black Student Union Circle of Friends Computer Science Debate Club Eyes Open Club Health Sciences Discussion Group Club GSA - Gay Straight Alliance Interact Club National Honor Society Red Nose Club Tech Club Voice of America Club Believers Club	Casa Collective Casapella Club Creative Writing Club The Drama Club Guitar Club It's Possible Club Jesus Club Kindness Club M.E.C.H.A Club Minecraft Club Ping Pong Club Science Club Spanish Club Ultimate Frisbee
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Casa Grande offers a wide array of clubs to meet the varied interests of students.

## Perception Data

[The WASC parent survey](#) was completed by 308 parents. The survey results indicated parents are satisfied with Casa Grande High School. Over 75% of the parents indicate they are satisfied or very satisfied with the school and its facilities. Over 76% of the respondents feel campus is a caring and supportive environment, and 75% feel Casa is a safe environment, with 12% stating they “do not know”. Parents indicate they are satisfied with Casa’s extracurriculars with over 93% stating approval of the variety of programs. They also indicate, with over 75% satisfied, that Casa offers courses for students to explore career goals and over 92% are satisfied with our AP course offerings. Casa’s use of technology and variety of assignments by teachers is met with over 80% approval by parents. One area of growth indicated by the survey was that only 50% of respondents feel teachers give adequate feedback on assignments, yet 73% responded with satisfaction that teachers communicate clearly about upcoming assignments.

[The WASC staff survey](#) was completed by 57 teachers where over 90% of the staff feel supported by site administration and 78% responded that the decision making process for school initiatives is transparent and effective. The survey results indicate that teachers collaborate effectively with colleagues on a variety of projects and curricular initiatives. Aside from collaborating in their SLC or PLN, teachers are most productive working within their departments on Wednesday early release days. Eighty-seven percent of staff respondents thought communication between site administration was good or very good, whereas only 21% thought communication from the district office is effective. Overall, the results indicate that Casa Grande has a positive school climate and is a good place to work.

[The WASC student dialogue](#) included 19 students representing all subgroups. Students agreed that teacher learning and performance expectations are usually clear with some exceptions. For written assignments, examples of exemplary work and rubrics are commonly used in English and social science classes and the students value how these provide guidance. Students agreed that the

learning outcome of becoming broadly literate is being met through their classes. They praised some specific classes for teaching employability skills, such as the United Anglers program, journalism, leadership, high school success 101 and public speaking. Some agreed there should be even more classes that provide real-world experiences. Students agreed their school experience helps them form a personal vision. Some singled out electives such as Human Interaction and HOSA that encourage this. Seven of the students felt their classes encourage them to be civically engaged. The others felt that this occurs in freshman year with Human Interaction and then not as much until senior year and the senior project. Electives such as United Anglers and HOSA were mentioned as providing opportunities for civic engagement. It was agreed that more non-elective classes should incorporate such opportunities.

## Summary

As evidenced by Casa Grande's standardized scores, certain subgroups perform better than others. Asian and White students continue to outperform Hispanic/Latino students on the CAASPP assessment. Resource, ELL, and Hispanic/Latino students need greater supports and interventions to achieve at a higher level in both ELA and Math on the CAASPP. As a school we continue to strive for improvement, especially with our at risk students.

During the past three years, Casa has transitioned to Common Core Curriculum and adopted the Integrated Math Pathways. To challenge students, we offer rigorous curriculum, such as AP courses where students continually perform at high levels. We have increased the number of RFEP and Hispanic/Latino students enrolling and completing AP courses, which is commensurate with our changing demographic. Over 30% of the students who are enrolled in AP courses are from these student populations.

## Critical Learning Needs

- I. The subgroups of Hispanic/Latino, English language learners, and students with disabilities are not meeting or exceeding CAASPP standards to the extent of other groups such as Asian and White. This performance gap has proven very stubborn and continues to be an urgent area of need.
- II. As the math CAASPP scores indicate, Casa Grande needs to significantly improve its math performance for all students, and especially for subgroups.
- III. Based on the data, an area of growth is to improve the number of students achieving college readiness in both English Language Arts and mathematics. Student performance in the Early Assessment Program (EAP) from 2013 to 2017 has had an overall net decrease of 3% for college readiness, yet students who are conditionally ready for college has doubled in English Language Arts (ELA). In the same time period, the overall performance of students who participated in EAP for math has declined in both college ready and conditional by 3% and 19% respectively. Under the new CAASPP assessment, students who achieve a level 4, indicating College Readiness, decreased from 33% school wide in 2015 in ELA to 31% in 2017. Students attaining a level 4 in math also decreased from 19% to 16% during the same years. In Casa's main subgroup, Latino/Hispanic, achieved 6% college readiness in 2015 versus 0% in 2017 in ELA.

## **Focus Group Questions**

1. Why do students from the Hispanic/Latino, ELL and students with disabilities continually struggle on the standardized tests such as CAASPP and the embedded EAP?
2. How does school-wide culture and environment affect students of lower performing subgroups?
3. As more Hispanic/Latino students access AP courses, how can that have an impact on raising tests scores and college and career readiness for students in that subgroup?
4. Not only do the scores of Hispanic/Latino, ELL, and students with disabilities decline, the scores of White male students have declined as well, why?

# Chapter III Self-Study Findings



*Casa students posing on campus.*



## Category A: Organization

### Vision and Purpose, Governance, Leadership, Staff, and Resources

#### A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

Findings	Supporting Evidence
<p>Casa Grande High School staff felt the need to update the Mission and Vision statements because they were antiquated and were no longer an accurate reflection of our school. The school leadership team worked on creating a graduate profile using the Design Thinking process. This began with empathy interviews with various stakeholders in the community; the results of these interviews were shared with and analyzed by the Leadership team, who identified four outcomes from those answers. Those outcomes were presented to the community at Back to School Night. A Vision and Mission statement were created from these four graduate outcomes, refined by the Leadership, reviewed by the departments, and presented to the whole staff for approval in a survey. The process ended with the adoption of new Mission and Vision Statements.</p> <p>Casa Grande High School’s Vision statement is:</p> <p><i>Upon graduation, all students will be broadly literate, civically engaged, highly employable, and have a personal vision for their future.</i></p> <p>The Mission statement is:</p> <p><i>Casa Grande High School believes that education is a shared responsibility involving students, staff, family, and the broader community. Our mission is to foster strong relationships and to build a safe, inclusive, and collaborative environment where all students are engaged and challenged to achieve their highest potential.</i></p> <p>These statements are aligned with the LCAP, and reflect the goal of CGHS to ensure that all students coming out of our school are not just college-ready, but also career-ready. We aim to prepare them for life after high school as citizens, as well.</p> <p>The Petaluma City Schools’ LCAP addresses four major focus areas:</p> <ul style="list-style-type: none"> <li>● Access to 21st-Century Learning Environments</li> <li>● College and Career Readiness</li> <li>● Community Involvement</li> <li>● 21st-Century Citizenship</li> </ul> <p>Since the adoption of Petaluma City Schools’ LCAP, Casa Grande’s School Plan for Student Achievement (SPSA) has been directly aligned with district goals.</p>	<p><a href="#">Design Thinking for the graduate profile work</a></p> <p><a href="#">Leadership meeting notes 1</a> <a href="#">Leadership meeting notes 2</a></p> <p><a href="#">Vision statement approval survey results</a> <a href="#">Mission statement approval survey results</a></p> <p><a href="#">Petaluma City Schools LCAP</a></p> <p><a href="#">Casa Grande High School SPSA</a></p>

**District LCAP GOAL #1:** Students need access to 21st-century learning environments and tools.

**Casa SPSA GOAL:** Ensure that all classrooms are designed to support learning in the 21st century and that teachers and students are adequately prepared for the 1:1 initiative.

**District LCAP GOAL: #2** All students will graduate from PCS college- and career-ready.

**Casa SPSA GOAL:** To continue to increase college and career readiness for all Casa graduates, with special focus on students in predominant, underperforming subgroups.

**District LCAP GOAL: #3** PCS community will be involved and included in the education of PCS students, including the decision-making process.

**Casa SPSA GOAL:** Continue to increase parent engagement and participation at school and in support of their students' education.

**District LCAP GOAL: #4** All students will be engaged and supported to meet the rigor required to be a 21st-century citizen.

**Casa SPSA GOAL:** Ensure that learning opportunities, both inside and outside the classroom, are consistently focused on essential skills for productive, responsible citizenship.

The following summaries offer specific evidence of Casa's efforts to address the needs of all its students and to support college and career readiness for the goals identified in the LCAP and SPSA plans:

**Access to 21st-Century Learning Environments**

CGHS students and staff use a wide variety of technology:

- Each classroom is equipped with, at the minimum, a projector or Apple TV, a document camera, and a teacher computer with speakers.
- Each student is provided with an iPad.
- The network has been expanded to accommodate all the devices present on campus.
- There is widespread use of Google Classroom to facilitate communication between teachers and students.
- The district has adopted the Aeries online gradebook system, which gives instant access to grades for students and parents.
- Mac labs have been created in two classrooms.
- The journalism class publishes a video broadcast of school news each week.

[PCS iPad program](#)

[Master schedule](#)

**College and Career Readiness**

College Readiness:

- CGHS offers an extensive list of Advanced Placement (AP) courses (English Language and Composition, English Literature and Composition, Calculus A/B and B/C, Statistics, US History, American Government, Macroeconomics, Psychology, French Language and Culture, Spanish Language and Culture), as well as some new AP courses: Environmental Science, Physics 1 & 2, Human Geography, Computer Science.

[Class description handbook](#)

- New classes have recently been added to the schedule, including Advanced Journalism, Cultural Anthropology, 3D Make, Chamber Choir, and Introduction to Digital Media. The school has also implemented new Honors Spanish III and Honors French III classes. These classes all meet the A-G UC/CSU Approved Course List requirements. In addition, more new classes have just been approved and will be on the schedule for 2018-2019: Biology and Community Health, Gardening and Nursery Management, HOSA 2, Introduction to Kinesiology, Weight Training, Introduction to Spanish for Native Speakers, and Success 101 in Spanish.
- CGHS has an excellent relationship with the local Community College (Santa Rosa Junior College). Hundreds of students are currently co-enrolled at CGHS and SRJC. The JumpStart program was created in 2013 to help students interested in attending SRJC after graduation navigate the pre-registration and placement test requirements in their senior year at CGHS. Furthermore, JumpStart provides information on financial aid and other topics designed to ease the transition from high school to the Junior College.
- The College and Career Center provides information and advice on colleges and the application process.

Career readiness:

- CGHS offers a number of career and technical courses, such as: Automotive Engineering and Repair Technology, Introduction to Robotics, Culinary Arts, Culinary Arts & Hospitality Management, Culinary Arts & Food Service Management, Introduction to Computer Science Principles (coding), AP Computer Science, Entrepreneurship, Computer Graphic Design, Sports Medicine, Health Occupation Students of America (HOSA), Gardening and Nursery Management, and Biology & Community Health.
- CGHS offers three levels of Spanish for the Workplace
- A new course, Success 101, is a semester-length course offered to freshmen since Fall 2014 to help students plan for their future after high school. This course started with one section in 2014-15 (one class each semester for a total of sixty-four students) to five sections this year (ten sections serving 320 students).
- CGHS offers four Small Learning Communities (SLCs) for juniors and seniors: Innovation, Social Justice Academy, International House, and Health Career Pathways (HCP). The HCP community offers medical externships.
- Many programs offer students opportunities to reflection on their plans for the future, such as the Individual Transition Plan (ITP) program conducted by the RSP department, the end-of-unit career projects performed in the Read 180 classes, and the I-Search process that all sophomores go through in conjunction with their English classes and the Counseling department.
- The College & Career Center provides information and advice about opportunities for jobs and training for those who do not plan to go to college or university after graduation.

**Academic Supports and Rigor**

The following programs show the dedication of CGHS toward academic supports and rigor: Office Hours, bilingual student support/after-school help program, ELD program, RSP support system, Math Collaborative classes, eighteen AP classes, and a robust Honors program.

This year, the Academic Review Team (ART) program was developed to streamline the intervention process for ninth-grade students who have two or more Fs. These students and their parents are invited to a meeting in which administration, parents and the student

[Concurrent Enrollment data](#)  
[Jump-Start meeting agenda](#)  
[Jump Start data reports](#)

[College and Career Center](#)

Evidence for medical externships: [email](#), [picture](#), [presentation](#), [report](#)  
[ITP RSP program](#)  
[Do Good Project instructions](#)  
[HI Journal Instructions](#)

[Academic Review Team invitation](#)

together come up with an individual Academic Success Contract. So far, the ART teams have met twice this year, once for each grading period.

**Community Involvement**

Parents/guardians are encouraged to be partners in their children’s education, and can inform themselves or be part of the school’s activities in many different ways: the Aeries online portal provides information on students’ grades; many teachers use Google Classroom, which provides an option to email parents and guardians; the school’s new website offers a wealth of information to the community; and the school sends out a newsletter, the *Casa Grande Times*, to roughly 4000 people in the community at regular intervals.

The school is open to parents and the community at Back to School Night, Ninth Grade Preview Night, Principal Tours, Open House, Senior Project and Awards Night, and parents can see their children perform during plays, concerts, and sporting events.

The English Language Advisory Committee (ELAC) meets monthly to inform EL parents of important facts about the school.

Parents receive information and give input about their children during ART, IEP, and SST meetings.

The Counseling department offers many information sessions for parents, such as: Senior Year Overview Night, Financial Aid Night for seniors, Cash for College, NCAA for college-bound athletes, SRJC Night, and Ninth Grade Preview Night.

The school offers a series of informational meetings to parents. This year, the focus is on teen anxiety.

The school has created the Casa Collective, where students sell products that they have made and offer services to the community, such as catering and automotive repair services.

**Student Support and Engagement**

The Counseling staff provides support for all students, with the help of counseling interns for mental health. They offer a classroom guidance curriculum at each grade level. There is also a Health Clinic on campus.

Many programs contribute to the engagement of students. The College and Career Center guides students towards resources for planning for their future after high school.

Many clubs and extracurricular activities such as sports, music and drama offer students the opportunity to explore different fields.

The Small Learning Communities (SLCs) for juniors and seniors provide an opportunity for students to choose an area of interest where the core classes in English and social studies incorporate real-world applications, and promote critical thinking and problem solving. The electives in each SLC add further depth and relevance to the curriculum. Innovative courses are offered, such as the United Anglers Fish Hatchery, whose purpose is to promote environmental awareness and activism through hands-on habitat restoration

[Casa Grande School Website](#)

[Casa Grande Times Newsletter](#)

[School Calendar](#)

[Back to School Night flyer](#)

[Ninth Grade Preview Night Flyer](#)

[Senior Project Judge Invitation](#)

[Senior Awards Night flyer](#)

[Example of ELAC meeting notes](#)

[Counseling Calendar of Responsibilities](#)

[Parent Information Series Flyer](#)

[Casa Collective website](#)

[Schedule of Counseling Help](#)

[Health Clinic website](#)

[College and Career Center Web Page](#)

[List of current student clubs](#)

[Photos from club rush](#)

[United Anglers Website](#)

[List of guest speakers](#)

<p>that supports the survival and recovery of federally-threatened salmon species. The brand-new Introduction to Digital Media course offers more ways to engage students in cutting-edge communications technologies.</p> <p>Many classes invite guest speakers to make their classes more relevant, and take their students on field trips.</p> <p>All seniors participate in a Senior Project as a capstone of their four years of instruction at CGHS. Seniors are required to perform at least twenty hours of community service, to create a digital portfolio describing their project, and to give a formal presentation of their work to a panel of community and staff judges.</p> <p>The Human Interaction class culminates with a “Do-Good Project” that requires ten hours of community service, a report, and class presentation.</p>	<p>Senior Projects:  <a href="https://www.petalumacityschools.org/domain/416">https://www.petalumacityschools.org/domain/416</a></p> <p><a href="#">Do-Good Project packet</a>  <a href="#">Do-Good Project example</a></p>
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### Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

Findings	Supporting Evidence
<p>As seen in the above section, the entire staff of CGHS participated in the revision of the Vision, Mission Statement, and Schoolwide Learner Outcomes. The process began in the Leadership meetings, then was brought to the whole staff at faculty meetings, was discussed at department and SLC meetings, and then went back to the Leadership team for refining. Community members were interviewed to help form a graduate profile, which was the springboard for the Schoolwide Learner Outcomes, which eventually became the Mission and Vision Statements.</p>	<p><a href="#">Design Thinking for the graduate profile work</a>  <a href="#">Leadership meeting notes 1</a>  <a href="#">Leadership meeting notes 2</a>  <a href="#">Department meeting notes</a></p>

### Understanding of Vision, Mission, Schoolwide Learner Outcomes, and LCAP

Findings	Supporting Evidence
<p>The school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s Vision, Mission Statement, and Learner Outcomes by making these statements available in different forms. The school’s Vision and Mission Statements are displayed on the school website. Graphic Design students are working to develop a visual representation of our graduate outcomes and printed materials for our classrooms, website and other materials. Next semester, we will delve deeper into articulating the specific competencies and characteristics of our four Graduate Outcomes. Additionally, these statements are embedded in all of our curriculum and instructional practices. At every parent information night (Back to School Night, Open House, 9th grade Parents Preview Night, Senior Overview Night), parents are informed of educational opportunities provided to support the above statements.</p>	<p><a href="#">Casa Grande School website</a></p> <p>See flyers for these events above in A1.1</p>

## A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Findings	Supporting Evidence
<p>The PCS School Board determines policy and procedures. District administration works to ensure adherence with Board policy, while supporting Casa’s Vision, Mission Statement, and Learning Outcomes.</p> <p>The school district is governed by the School Board elected by the district’s registered voters. The board is authorized to:</p> <ul style="list-style-type: none"> <li>○ Establish policies that direct the school district</li> <li>○ Employ and evaluate the Superintendent</li> <li>○ Negotiate with employee groups to determine salaries and benefits</li> <li>○ Approve the annual budget</li> <li>○ Authorize elections on bond proposals and other issues</li> <li>○ Determine the long-range direction of the district</li> <li>○ Communicate with the community</li> </ul> <p>The School Board acts officially only as a corporate group. An individual Board member has no authority outside of a formally called Board meeting.</p> <p>Casa’s administrative team works on a regular basis with members of district leadership in order to develop and support district initiatives and school site governance and goals. There is a series of ongoing, regularly scheduled meetings between site and district leadership, including:</p> <p>K-12 Principals                      K-6 Principals                      7-12 Principals                      K-12 Curriculum Committee                      District Technology Committee                      District English Language Advisory Committee                      Trust Committee                      Budget Committee                      Career Technical Education Committee                      Local Control and Accountability Plan (LCAP) Community Committee</p> <p>These groups work collaboratively to promote district and site goals focused on a variety of areas, including curriculum adoption, instructional support, professional development, student supports, attendance, marketing and community outreach, funding and budget priorities, technology and resource allocation, decision-making protocols, and assessment and accountability.</p> <p>The School Board meets twice per month and is open to the public. The Board invites its schools to present site reports on a regular basis. It also recognizes Students of the Month from all its schools. The School Board invites input from the public. The time limit of</p>	<p>Board of Education page in the district’s website:  <a href="https://www.petalumacityschools.org/domain/44">https://www.petalumacityschools.org/domain/44</a></p> <p><a href="#">District calendar with dates of meetings</a></p> <p><a href="#">Budget Committee agenda</a></p> <p><a href="#">LCAP Committee meeting agenda</a></p>



<p>twenty minutes per speaker is often extended to allow all points of view to be shared. School board meetings are recorded and televised by Petaluma Community Access television for public viewing. Community shareholders can reach all members of the school board through email as provided by the district’s website. The Board approves new courses, new textbooks, field trips, and oversees expulsion hearings, which are a rare occurrence at Casa and in Petaluma City Schools.</p> <p>Casa staff have identified a number of specific ways in which Board and district support have had a positive impact:</p> <ul style="list-style-type: none"> <li>• Support for students with discipline and behavior issues, as well as campus safety has been strong.</li> <li>• As far as special education, RSP new teacher support has been valuable. The program manager is very helpful, and the behaviorist support is effective.</li> <li>• Regarding technology, the new district website is a huge improvement. The district’s support for new school websites has been encouraging. Wi-fi capabilities have improved to support the 1:1 iPad initiative. The Tech Ticket process has improved and there is now better response to technological problems.</li> <li>• The new district administrators conducted Town Hall meetings at the sites to learn about the needs of the staff. Some of these meetings resulted in improved conditions (approval of more textbooks, for example).</li> </ul> <p>On the other hand, Casa staff has identified some areas that need improvement:</p> <ul style="list-style-type: none"> <li>• iPads were chosen by the district for the 1:1 initiative, even though the majority of the staff would have preferred Chromebooks.</li> <li>• PE teachers disagree with the new exemption policy (students involved in three school sports per year do not have to take any PE classes) that was enacted even after they gave their negative input.</li> <li>• There are few opportunities for English Learner Resource Teachers (ELRTs) to meet at district level.</li> <li>• There are very few site visits from board or district members, and communication between district administration needs improvement.</li> <li>• Recruitment of RSP staff (certified and classified) could improve; for example, there could be an outreach to Sonoma State University. Additionally, salaries for aides need to improve.</li> <li>• Similar issues impact EL/ELAC.</li> </ul>	
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## Understanding the Role of the Governing Board

Findings	Supporting Evidence
<p>The Board emails the agenda of the next School Board meeting to the whole staff a few days before the meetings. Packets of materials relevant to the meetings can be seen on the district website, along with meeting minutes. At these meetings, district and site data is reviewed. The principal also reports to the superintendent at District Principals’ meetings. These meetings provide direction as to the alignment of the goals of the district and the site.</p>	<p><a href="https://www.petalumacityschools.org/Page/138">Board meetings agendas and minutes:</a>  <a href="https://www.petalumacityschools.org/Page/138">https://www.petalumacityschools.org/Page/138</a></p>

## Governing Board and Stakeholder Involvement

Findings	Supporting Evidence
<p>Casa Grande High School understands the value of participation by parents and other community members, as partners in education. These stakeholders are informed mainly through the district website and email, as well as through the Parent newsletter, the Blackboard communications systems (email, phone dialer) and other District communications. Parents and community members are engaged in the governance of the school in the following ways:</p> <ul style="list-style-type: none"> <li>● The LCAP plan is developed with input from Petaluma City Schools’ community stakeholders at the District Leadership Team Meetings. The committee is formed of parents (including EL and low-income parents), students, staff, community members, and board members.</li> <li>● School Site Council, whose purpose is to guide the school towards its SPCA and LCAP goals.</li> <li>● ELAC</li> <li>● PTSA</li> <li>● Boosters</li> </ul> <p>These meetings are announced on the district and the school calendars, found on the respective websites.</p>	<p>School-Community newsletter:  <a href="https://www.petalumacityschoools.org/Page/345">https://www.petalumacityschoools.org/Page/345</a></p> <p>LCAP:  <a href="https://www.petalumacityschoools.org/cms/lib/CA02204883/Centricity/Domain/73/PCS%20LCAP_2017_2020_FINAL.pdf">https://www.petalumacityschoools.org/cms/lib/CA02204883/Centricity/Domain/73/PCS%20LCAP_2017_2020_FINAL.pdf</a></p> <p><a href="#">District calendar</a></p> <p><a href="#">School calendar</a></p>

## Board of Education Evaluation/Monitoring Procedures

Findings	Supporting Evidence
<p>The school site annually submits its School Accountability Report Card (SARC) for district review. The school board also reviews the SARC, as well as the Single Plan for Student Achievement (SPSA).</p>	<p>SARC:  <a href="https://www.cde.ca.gov/ta/ac/sa/sarc1516.asp">https://www.cde.ca.gov/ta/ac/sa/sarc1516.asp</a>  <a href="#">SPSA</a></p>

## Complaint and Conflict Resolution Procedures

Findings	Supporting Evidence
<p>Complaint and conflict resolution procedures are clearly outlined, and available to parents in different forms. A Parent-Student Handbook is provided for community members on the Casa Grande High School website. It describes school policy, student behavior standards, discipline policy, contact information, etc.</p> <p>The Petaluma City Schools website includes a School-Community Newsletter, which includes a section on Uniform Complaint Procedures, as well as an explanation of and complaint forms for the Williams Act, which regards the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, or teacher vacancy or misassignment. The Uniform Complaint Procedures are also sent out to parents in enrollment packets at the beginning of each school year.</p>	<p><a href="#">Parent Handbook</a></p> <p><a href="#">School-Community Newsletter</a> (see p. 6)</p> <p><a href="#">Williams Uniform Complaint Procedure</a></p>



<p>Complaints against employees follow strict guidelines, and the Administrative Regulations dictate the timeline for responding. This process works well, as it is rare that a complaint is taken to the Board or beyond. When a parent calls with a complaint, they are given all the necessary information and urged to begin with the site principal, or the teacher where applicable, a step they sometimes skip.</p> <p>Title IX complaint information is on the home page of the district website.</p> <p>The district takes all complaints seriously and investigates them to determine merit, and to work toward solutions.</p>	<p><a href="#">Complaint against district employees</a></p> <p><a href="#">Complaint against district employee form</a></p> <p><a href="#">Title IX complaint information</a></p>
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### A3. Leadership: Empowerment, Continuous Planning, Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

#### Broad-Based and Collaborative

Findings	Supporting Evidence
<p>CGHS staff understand the need to continually improve and implement new ideas. Data such as the SBAC, CELDT, GPA and D/F rates are reviewed and analyzed at many levels (administration, district-level committees, Leadership, SSC, departments) to guide instructional and curricular decisions. Through this process, departments determine changes and modifications necessary to meet student needs and support student success. The Site Council then allocates financial resources accordingly.</p>	<p><a href="#">Staff meeting presentation sharing school testing results data</a>  <a href="#">Leadership meeting presentation on student data</a>  <a href="#">Notes from leadership meetings about supporting student success</a>  <a href="#">SSC meeting notes</a>  <a href="#">Department meetings notes</a></p>

#### Single School Plan for Student Achievement Correlated to Student Learning

Findings	Supporting Evidence
<p>The Casa Grande School Site Council (SSC) is primarily responsible for creating the SPSA and ensuring that it is aligned with the district’s LCAP. The SPSA is updated annually by the SSC and approved by Petaluma City School Board of Education. It is data-driven using results from SBAC scores, attendance, suspensions, student D/F rate, and other data, bearing in mind the school’s goals.</p>	<p><a href="#">SPSA</a>  <a href="#">SSC minutes</a>  <a href="#">School SPSA budget</a></p>

#### Staff Actions/Accountability to Support Learning

Findings	Supporting Evidence
<p>There are many opportunities for staff to give feedback and help make decisions, such as staff meetings, Leadership committee, department meetings, SLC meetings, SSC, and Professional Learning Networks (PLNs). Best practices are shared in these groups, as well.</p> <p>The administrative team meets monthly with our union representatives to ensure open communication. The district employs a Shared Decision-making Agreement that specifies a process for involving all staff in essential decisions.</p> <p>Each teacher conducts self-reflection by filling out individual professional development plans yearly. Staff surveys are conducted yearly, as well. Many teachers are involved in district committees, such as K-12 Curriculum, District Budget, Calendar, Trust--Shared Decision, and Math.</p>	<p><a href="#">Notes from PAC/SCL meeting</a>  <a href="#">Notes from Leadership meeting</a>                      Shared files of best practices</p> <p>Notes of meetings between administration and union representatives  <a href="#">Shared decision-making agreement document</a></p> <p><a href="#">Individual professional plan template</a>  <a href="#">Individual professional plan rubric</a></p> <p><a href="#">Example of survey</a></p>

## Internal Communication and Planning

Findings	Supporting Evidence
<p>Clear pathways for internal communication have been established via email and staff collaboration time, including Leadership meetings, SLCs, and department meetings.</p> <p>The weekly <i>Big House Happenings</i> newsletter, written by Casa’s principal, the <i>Casa Grande Times</i> newsletter, and the <i>Petaluma City School News</i> disseminate information to the school and community at regular intervals.</p> <p>CGHS staff and administration use the Google for Education suite and its applications to share documents and to schedule meetings.</p> <p>CGHS staff have the ability to communicate to Leadership or administration through their department or SLC representatives, who can voice their issues at that venue. Department chairs also help resolve issues. Administration is accessible and has an “open door” policy, creating an encouraging environment to discuss and resolve potential problems. Staff surveys give a platform for suggestions. Staff can go to the union representatives with problems and get help resolving them.</p> <p>Communication at site level works well. It is not always that way between the district and the sites, however. Often, communication from the district is ineffective, and some decisions from the district do not take into consideration the needs of the staff (for example, the choice of iPads vs. Chromebooks). Another example is some staff not receiving important phone dialer messages. According to annual staff surveys, the majority of the staff is dissatisfied with the communication with the district.</p>	<p><a href="#">Leadership meeting agenda regarding internal communication</a></p> <p><a href="#">Example of BHH newsletter</a> <a href="#">Example of Casa Grande Times newsletter</a></p> <p><a href="#">Staff survey</a></p> <p><a href="#">Survey results evaluating site and district communication</a></p>

#### A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Findings	Supporting Evidence
<p>All tenured staff are properly credentialed and NCLB compliant, and “highly qualified” as described by state guidelines.</p> <p>The hiring process is thorough. Job descriptions are posted on the district website and on the EdJoin system. The district HR department reviews teacher credentials and checks references. The candidate interviews in front of administrators and teacher experts in the content area, and gives a mock lesson to a group of students. World Languages applicants also write an essay in the target language.</p> <p>There is an orientation program for new teachers before the school year starts. They take part in a district induction program, which used to be the BTSA program in the past. There is also another program for new teachers called Peer Assistance and Peer Review Panel (PAPR) in which they are matched with a mentor teacher.</p> <p>District-led staff professional development occurs at different dates throughout the year, starting with one or two days at the beginning of the school year, then continuing at different dates throughout the year, including one or two days after graduation. In the last few years, a large portion of these staff development days have focused on technology implementation, with presentations and tutorials on incorporating technology into the curriculum.</p>	<p><a href="#">Highly qualified teacher data</a></p> <p><a href="#">PCS website</a></p> <p><a href="#">EdJoin website</a></p> <p><a href="#">Example of certificated vacancy notice</a></p> <p><a href="#">Example of interview questions</a></p> <p><a href="#">New teacher Orientation program agenda</a></p> <p><a href="#">Induction program</a></p> <p><a href="#">Teacher Induction MOU</a></p> <p><a href="#">PAPR request for mentor</a></p> <p><a href="#">PAPR Coach Best Practices Guide</a></p> <p><a href="#">PAPR Year-end feedback form</a></p>

#### Staff Assignment and Preparation

Findings	Supporting Evidence
<p>In February, administration sends out a preferred teaching assignments form. Individual departments then determine teaching schedules collegially. Department chairs and administration discuss appropriate teacher placement, taking into consideration teacher expertise and credentials. Administration then works on the master schedule, working through student numbers and needs along with teacher qualifications and preferences. The master schedule is primarily driven by student needs. Sometimes, there are changes over summer from what was decided; a teacher might leave in June thinking he/she will be teaching a certain course, and find out in August that the assignment has changed.</p> <p>As noted in A4.1, there is an orientation program for new teachers before the school year starts. They take part in a district induction program and can be paired with a mentor in the Peer Assistance and Peer Review Panel (PAPR) and are matched with a mentor teacher. Departments work together to help new teachers and share resources.</p>	<p><a href="#">Preferred assignment survey</a></p> <p><a href="#">Example of department meeting with discussion on teacher placement</a></p> <p>See Evidence in A4.1</p>

<p>Teachers are encouraged to try new things, and offer new courses when the interest exists. Teachers developing a new course are encouraged to teach it for at least two years.</p> <p>As noted above, professional development occurs throughout the year. In addition, SCOE offers regular workshops, some free, some with a fee. Site council provides funds for teachers to attend workshops and conferences.</p>	<p><a href="#">Leadership Meeting Minutes regarding approval of proposed new classes</a></p> <p><a href="#">List of classes provided by SCOE</a></p> <p><a href="#">Site council spending details</a></p>
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## Defining and Understanding Practices/Relationships

Findings	Supporting Evidence
<p>Administration shares policies to the department chairs and SLC leaders at monthly Leadership meetings. Leaders then disseminate information to their departments or SLCs, and report back to administration in an accordion-like process. Administration also shares policies to the whole staff during staff meetings. Administration regularly meets with union leaders, as well.</p> <p>Each new teacher receives a Faculty Resource Guide that is updated as needed. This folder contains policies, personnel responsibilities, procedures, and other resources. Curriculum and pacing is discussed within departments. The school website provides staff resources, forms, and procedures.</p>	<p><a href="#">Leadership Meeting agenda</a></p> <p><a href="#">Staff meeting agenda</a></p> <p>Administration - Union Reps meeting notes</p> <p><a href="#">Faculty Resource Guide</a></p> <p><a href="#">Casa Grande Website</a></p>

## Support of Professional Development/Learning and Measurable Effect on Student Learning

Findings	Supporting Evidence
<p>It is difficult to say whether teachers are incorporating learning and best practices shared during professional development days. Overall, there is a general feeling that too much new information is offered and demonstrated at once, without enough time to really learn and try out new techniques or technologies. Also, in the last few years, the content of professional development workshops was decided by the district. CGHS staff felt that these offerings did not necessarily feed the targeted needs of this site. Lately, we have been given more flexibility to decide as a site to pursue the professional development topics we feel most useful.</p> <p>Some presentations have been easier to implement than others. For example, teachers are using Google Classroom more after learning about it in professional development. Teachers notice more assignments being turned in using this platform, and appreciate the ability to track when students turn the work in, as well as to share materials to absent students.</p> <p>The June professional development days have little effect because teacher are not able to apply what is learned right away, even though the information shared might have been useful. Since the math classes have been reorganized, math department teachers have tutored each other in how to use new programs, and use professional development time to develop curriculum.</p>	<p><a href="#">Staff survey about iPad use</a></p>

## Supervision and Evaluation

Findings	Supporting Evidence
<p>The evaluation process is as follows: probationary and temporary teachers have four observations per year with two formal evaluations. Tenured teachers have at least one evaluation every four years. Before each evaluation, there is a pre-observation meeting with the evaluating administrator to discuss expectations. After the observations, a report is written and shared with the teacher at a post-conference. There, feedback is provided to guide the teacher’s growth. Teachers have the option to include a written response to the evaluation.</p> <p>Each year, teachers are asked to submit to the district an individual professional development plan with goals they intend to work on during the year. This plan is shared with an administrator and the teacher’s professional growth team. Teachers link their professional development plan with the California Standards for the Teaching Profession and specify observable outcomes for each part of the plan. The Evaluat.com program is being used is in its pilot year. In addition, unannounced administrative walkthroughs occur on occasion.</p>	<p><a href="#">Evaluation forms</a>  <a href="#">Evaluation rubric</a>                      Shared staff evaluations</p> <p><a href="#">Overview of the professional development plan process</a></p>

## A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

### Allocation Decisions and Their Impact

Findings	Supporting Evidence
<p>The Casa Grande School Site Council (SSC) examines student performance data annually and works with administration to determine allocation of funds to address the greatest student needs. Resources are allocated based upon the needs of the students as identified in the district LCAP. Each year, the Single Plan for Student Achievement (SPSA) is approved by the SSC. The SPSA outlines the details of budget allocation with specific action plans and correlation to student performance data. Teachers may request funding from SSC by providing the educational rationale for the request and a description of how the funds will meet the goals of the SPSA.</p> <p>State Lottery funds are used mainly for supplemental materials; requests for funding are made to and voted on by Leadership.</p> <p>The Technology Committee distributes funds used to purchase and maintain technological equipment and software. There is a lack of communication between the district and the site Technology Committee. The site often feels hampered by the district, which does not always seem to listen or take into account the needs of the site.</p> <p>Administration provides a specific amount of funds to each department. This funding is handled differently by each department. Some departments distribute their amount per sections, while others keep the amount as a whole to be dispersed as needed.</p> <p>Paper purchases are left to the individual departments, and must fit into their budget. However, on occasion, the administration asks teachers to print some materials, so in effect this comes out of the department budget.</p> <p>CTE funds and Perkins funds are allocated by a district-wide committee. There is a feeling that some of these budgets need to be revised.</p>	<p><a href="#">District LCAP</a></p> <p><a href="#">SPSA</a></p> <p><a href="#">SSC notes</a></p> <p><a href="#">SSC spending by categories</a></p> <p><a href="#">Leadership meeting notes</a></p> <p><a href="#">Tech Committee agendas and notes</a></p> <p><a href="#">Example of department budget</a></p> <p><a href="#">Budget for Perkins, CTE grants</a></p>

### Practices

Findings	Supporting Evidence
<p>The school site is given an annual operating budget from the district office. Administration then distributes these funds based on the LCAP and SPSA goals, and disperses them between different groups (SSC, Tech Committee, Departments, etc). At the site, teachers follow a specific process to purchase supplies. The on-site ordering process is generally smooth, but some off-site orders seem to stall be forgotten, and then become obsolete.</p>	<p><a href="#">School SPSA budget</a></p> <p><a href="#">SSC spending by categories</a></p>

<p>At the district level, the business practices are currently under scrutiny. New furniture costs were not foreseen properly. The amount required to provide all students with an iPad was underestimated, so in some cases there is no money for new iPads for incoming students.</p> <p>The process for funding technology seems to be unclear.</p>	<p><a href="#">Accountant's instructions regarding purchasing process on site.</a></p> <p><a href="#">Requisitions Form from accounting office</a></p>
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## Facilities

Findings	Supporting Evidence
<p>The facilities of Casa Grande High School are mostly safe and well-maintained. A few areas need to be addressed: the drains between the field and I building are clogged; the floors in science classrooms is uneven. There are often skunks and rodents on campus. Roof leaks have persisted in classrooms despite repeated teacher requests for maintenance, creating unhealthy conditions.</p> <p>Funds from a bond measure have been used for many new projects:  <u>New buildings since last WASC:</u> Performing Arts center, addition of classrooms R24/R25</p> <p><u>Beautification efforts:</u> Vincero outdoor memorial, Outdoor Learning Environment (OLE), outdoor seating between library and science buildings, new landscaping in front of H building. New football/track field with artificial turf and cork fill. New furniture in most classrooms. Some of the beautification projects are accomplished by students as part of their Senior Projects (such as the Vincero memoria). Other beautification efforts are conducted by groups of volunteer students and staff on certain Saturdays during the year.</p> <p>The computer labs have evolved, from classrooms with standard PCs, to Mac labs and portable computer labs.</p> <p>Most full-time teachers have their own classrooms, and do not have to share their space. Most part-time teachers share a classroom.</p> <p>The custodial staff strive to provide cleanliness and safety for all students and staff.</p> <p>Fire, earthquake, and Code Red drills are conducted regularly. The faculty handbook contains emergency procedures. Each classroom has a red emergency bag containing emergency supplies inventoried yearly, a binder with procedures, and class rosters. Lately, there have been too many false fire alarms, with students pulling them as pranks. The school is attempting to deal with this problem and eradicate it.</p> <p>Campus supervisors patrol the campus; they are a consistent and cohesive crew, and have a wonderful rapport with the students. Many campus supervisors have a law-enforcement background.</p>	<p><a href="#">Photographs of beautification projects</a></p> <p><a href="#">Room use chart</a> (pages 9-10 of Master Schedule)</p> <p><a href="#">Emergency drills/preparedness and procedures</a></p> <p><a href="#">Emergency map: Fire exit route</a></p> <p><a href="#">Emergency map: Evacuation sites</a></p> <p><a href="#">Picture of emergency bag</a></p>



<p>The fact that the campus is open could lead to some difficulties. All visitors are required to check in at the office, but there is no way to enforce this since the school has no physical perimeter.</p> <p>There is a Health Clinic on site, available for students with health problems. A school nurse is on site on Wednesdays and Fridays. Aeries online portal provides health information on all students, such as medical history, immunizations, vision, hearing, and dental.</p> <p>For mental health support, in addition to the school counselors, students have access to a Special Education workability assistant, three counseling interns, and Licensed Marriage and Family Therapist (LMFT) interns.</p> <p>The school offers a Digital Citizenship curriculum provided by Common Sense Media that counselors present to every P.E. class.</p> <p>Parents are required to sign a Digital Use Agreement prior to students receiving their iPad. This agreement used to be a paper form, but is now built into the Aeries Parent Portal setup that all parents are required to submit.</p>	<p><a href="#">Visitor stickers</a></p> <p><a href="#">Nurse listed in master schedule, p. 2</a></p> <p><a href="#">Health Center website</a></p> <p><a href="#">Schedule of counseling support</a></p> <p><a href="#">Digital citizenship curriculum</a></p> <p><a href="#">Commonsensemedia</a></p> <p><a href="#">Digital use agreement</a></p>
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## Instructional Materials and Equipment

Findings	Supporting Evidence
<p><b>Technology:</b></p> <p>The district has provided funds to ensure that all classes are equipped with a basic set of technology tools, including a projector, teacher laptop, document camera, and speakers. For other technology needs, the departments make requests to the Technology Committee, which then allocates the funds needed, provided the requests align with the district technology plan. There is currently a lack of communication and understanding between the district and the Tech Committee, which feels hampered by the district and does not have enough autonomy to make decisions that would serve the site better.</p> <p>The district provides a Tech Ticket support system to resolve technological problems. Tech Ticket fill time has improved. The district funds a technician on site to help fix students' iPads, and has increased staffing of the IT department.</p> <p><b>Supplemental materials:</b></p> <p>Lottery funds are used to purchase supplemental materials. The leadership committee approves the spending of lottery funds.</p> <p>The music program receives funding from the Eastside Friends of Music (EFM) organization.</p> <p>Some departments receive additional funds for consumable materials (such as art and photography) from other sources.</p>	<p><a href="#">Tech committee notes 1</a></p> <p><a href="#">Tech committee notes 2</a></p> <p><a href="#">Technology budget</a></p> <p>Link to tech tickets: <a href="https://app.mytechdesk.org/">https://app.mytechdesk.org/</a></p> <p><a href="#">Leadership notes</a></p> <p>EFM: <a href="https://cghsmusic.weebly.com/east-side-friends-of-music.html">https://cghsmusic.weebly.com/east-side-friends-of-music.html</a></p>

<p><b>Textbooks:</b></p> <p>There has been a moratorium on the purchasing of textbooks in the last few years, which has resulted in many subjects having archaic textbooks. The district’s plan for textbook purchasing is unclear and does not seem to be part of the shared decision-making process. For example, the district mandated the English department to buy anthologies that they do not use. Currently, the textbook acquisition process has been taken over by the district, and appears to be unclear. Textbook funds are a part of the general fund. There was a push for electronic textbooks and doing away with real books, but then there has been a shift back to actual texts. However, recently some new textbooks have been purchased (Math 1 texts purchased, Math 2 and 3 just approved, AP Psychology, new editions of French and Spanish texts, Cultural Anthropology texts, Physics texts approved, AP US History, AP Human Geography, AP Computer Science, AP Spanish, Media &amp; Broadcasting).</p> <p>There is no set system for textbook and supplemental materials distribution and recovery. Teachers keep textbooks in their classrooms during summer vacation, and distribute texts during class time at the beginning of the school year or semester. Each teacher has a different system to keep track of those books, and to get them back from the students. This results in many lost books. A list of unreturned books is given to one of the office staff, who then attempts to recover them, or makes the students pay for them. This system is inefficient. A centralized location for all books and a barcode system should be used, and a specific policy about lost or damaged textbooks implemented.</p> <p><b>Library:</b> The library has its own budget.</p> <p><b>Other sources of funding:</b> Community organizations such as Boosters, PEF, Rotary, Kiwanis, and the PTSA provide funding for individual teacher requests.</p>	<p><a href="#">List of missing textbooks 2016-2017</a></p> <p><a href="#">List of missing textbooks 2017-2018</a></p> <p><a href="#">Library budget</a></p> <p><a href="#">PTSA Grant Request</a>  <a href="#">Boosters Funding Request</a>  <a href="#">Rotary Grant Information</a>  <a href="#">PEF Grant application</a>  <a href="#">Kiwanis microgrants</a></p>
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## Well-Qualified Staff

Findings	Supporting Evidence
<p>It appears that the district does not offer wages high enough to hire and retain the best staff in the area. Some highly qualified prospective teachers are choosing to teach in other districts because of better conditions and pay elsewhere. The pay for instructional assistants is too low, creating a high rate of turnover.</p> <p>In an attempt to attract more qualified personnel this year, the district is holding a Career Fair for classified positions. District representatives will be present to talk to candidates about what qualifications are required to be hired into certain positions and how folks might get the training they need to be job-ready.</p> <p>New teachers take part in the district-sponsored Induction program, and have the opportunity to work with mentors through the Peer Assistance Peer Review (PAPR) program, as well.</p>	<p><a href="#">Salary Schedule certificated</a>  <a href="#">List of classified positions</a>  <a href="#">Salary Schedule for instructional assistants</a></p> <p><a href="#">Email from district</a></p>

<p>The staff is exposed to district-provided professional development throughout the year, with full days before the start of the school year in August, one or two days during the school year, and one or two days at the end of the school year.</p> <p>Adequate funding is available to allow teachers to attend conferences, workshops and training sessions. This funding mainly comes from the School Site Council and Boosters.</p>	<p><a href="#">PAPR Request for a mentor</a> ,  <a href="#">PAPR Best Practices</a>, <a href="#">PAPR Year-end feedback form</a></p> <p>Induction program:  <a href="https://ncsoe.org/pub/ncs_docs/teacher_induction_program.html">https://ncsoe.org/pub/ncs_docs/teacher_induction_program.html</a></p> <p><a href="#">Site Council spending by categories</a></p>
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### Long-Range Planning

Findings	Supporting Evidence
<p>Teachers and administrators work together to monitor student needs. The Site Council reviews budgets and programs to ensure that funds go directly to support student learning outcomes. Site Council rejects request that do not align with the LCAP or the SPSA. Spending is prioritized according to targeted areas of growth, such as critical learner needs.</p>	<p>LCAP:  <a href="https://www.petalumacityschools.org/cms/lib/CA02204883/Centricity/Domain/73/PCS%20LCAP_2017_2020_FINAL.pdf">https://www.petalumacityschools.org/cms/lib/CA02204883/Centricity/Domain/73/PCS%20LCAP_2017_2020_FINAL.pdf</a>  <a href="#">SPSA</a></p>

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

### **Summary (including comments about the critical learner needs)**

The school's new Vision and Mission statements reflect the views of representatives of the whole community, and state what the stakeholders expect of a graduate of Casa Grande High School. They clearly show that all students can achieve post-secondary education goals. The course offerings keep evolving to serve the needs of students in a changing world. Efforts towards more college readiness as well as career readiness can be seen in the new courses offered.

The staff continually works toward improving instruction for all students, including sub-groups that traditionally lag in achievement. Through a process of collaboration with colleagues and self-reflection, programs are refined and improved. Professional development has improved instruction, in particular the implementation of technology in the classroom. While this is a need that will continue to be felt due to the constantly-changing technological world, many teachers are using more technology to help their students master 21st-century skills.

The use of resources is targeted to maximize their impact on the needs of the students. The beautification of the campus can help with students' social needs, by providing a safe and inviting place to spend time with friends. The Counseling department offers many different types of support to address students' emotional needs. Necessary instructional materials are purchased with the view of supplying academic needs.

The Distributive/Shared Leadership Model works well. There is good communication between Site Leadership and the Leadership Team, and the decision-making process goes forward from there to the rest of the staff. Leadership also collaborate regularly with PFT union representatives, so that most staff are part of the decision-making process at some level.

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

- The new Vision and Mission statements are current, are aligned with the goals of the governing board, and reflect the views of all stakeholders.
- The school has a leadership model in which site administration, teacher leaders and staff successfully collaborate in the decision-making process.
- The school has multiple occasions of contact with the community (performances, sporting events, informational meetings, newsletters, etc).
- 100% of the teachers on staff are highly qualified and teaching within their credentialed area.
- The ongoing campus beautification program has improved the function and appearance of the campus.

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

- Continue to develop and define specific learner competencies for each graduate profile outcome.
- Communication between the site, district office and governing board needs to be improved.
- Professional development opportunities should be better targeted to the specific needs of the site.
- There is a need for a clear procedure for textbook acquisition.
- There is a high turnover of teacher assistants due to relatively low salaries.

## Category B: Standards-based Student Learning: Curriculum

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

### Current Educational Research and Thinking

Findings	Supporting Evidence
<p>Casa Grande’s staff is committed to building and sustaining a collaborative school culture. Programmatic changes, such as the move to Small Learning Communities (SLCs), are designed to connect the students more effectively to their education, while also connecting the staff more effectively to one another other, in an attempt to better meet students’ needs and interests. The results of the move to the SLC structure can be traced in every area of the curriculum, and are particularly noteworthy in the application of educational research.</p> <p>The Casa Grande faculty is proactive in pursuing the latest insights into how students learn, both theoretically and practically. Casa teachers have attended both local and national workshops and conferences on environmental literacy, science instruction, learning disabilities, Advanced Placement courses, project-based learning, English Language Development, fostering creative and innovative thinking, and encouraging more effective and thoughtful writing. Most importantly, the teachers attending these conferences have shared their findings with their colleagues in department, SLC and PLN meetings, where discussions have then focused on how best to apply these insights to the educational practices employed in the classroom.</p> <p>This culture of embracing educational progress may most readily be seen in the school’s response to the introduction of the Common Core Standards. Over a period of several years, collaborative meeting time was primarily, if not exclusively, devoted to discussions of how best to achieve the specific standards and the general goals of the Common Core approach. Working both within and across disciplines, teachers shared research findings, identified benchmarks, and devised both individual lessons and general strategies to promote achievement of the new standards. Writing has received greater emphasis across the curriculum, as well as hands-on applications wherever possible; several departments have developed common lessons and assessments.</p> <p>All students are expected to demonstrate critical thinking across the curriculum. The Resource Specialist (RSP) teachers, as well as the English Learners Resource Teacher, work closely with individual staff to meet the needs of otherwise disadvantaged students, and share pertinent research findings with departments or the staff as a whole. The administration regularly provides the staff with achievement data of various types, including classroom grades and STAR and CAASPP score reports. Teachers review this data within their departments and SLCs, looking for trends or anomalies, areas of strength or in need of growth, and discussing ways to initiate change or build upon progress.</p> <p>Casa Grande’s faculty is strongly committed to continuously improving their practice through the application of professional development. Teachers attend a range of workshops and conferences throughout the year; site and district administration have</p>	<p><a href="#">Small Learning Community Descriptions</a></p> <p><a href="#">Sample SLC Meeting Agenda</a></p> <p><a href="#">District-Provided Staff Development Agenda and Flyers</a></p> <p><a href="#">Sample PLN Notes and Agendas</a></p> <p><a href="#">Sample Department Meeting Notes</a></p>

worked to present the latest research on educational best practices to teachers in site-based workshops, as well as providing off-site opportunities including College Board Conferences, Summer Institutes, and A.P. exam scoring.

Many departments regularly send teachers to a variety of seminars and workshops. For example, Science teachers attend the California Science Teachers Association and National Science Teachers Association conferences, as well as several other conferences organized by the Environmental Literacy Committee and the district Next Generation Science Standards implementation committee. Science department members have also attended the Health and Science Pipeline Committee conference as part of the Health Career Pathway SLC science courses.

The Buck Institute for Education has provided workshops on campus on project-based learning (PBL), in which teams of teachers develop curricular projects for use in their own classrooms. Project-based learning engages students through personal inquiry, hands-on and experiential learning, 21st-century skill-building, and a high degree of academic rigor.

RSP Study Skills classes provide instruction and activities informed by research on Executive Function by Peg Dawson and Richard Guare at the Center for Learning and Attention Disorders in Portsmouth, New Hampshire, among other sources, to support students who struggle with attention and self-regulation.

Casa has shown continuing improvement since the last API report in 2013. The increase in students meeting standards indicates that Casa’s approach has been effective in producing a stronger alignment between the new state standards and instructional methods. At the same time, a review of the evidence submitted to this focus group clearly shows an emphasis on the Expected Schoolwide Learning Results of clear communication, critical thinking, and global citizenship.

Growth has been achieved in several areas. In the 2012-13 school year, 145 of 383 students, or 37.9% of Casa’s graduates, met the a-g requirements. In 2015-16 165 of 369 students, or 44.7% of Casa’s graduates, met a-g requirements. This is an increase of approximately 7% from 2013-2016. Since the last WASC visit, a number of courses that meet UC/CSU a-g requirements were added or re-written, such as AP Computer Science, Choir, Culinary Arts, Environmental Conservation and Restoration, Human Geography AP, Introduction to Digital Media, Sports Medicine, and Automotive Technology.

The percentage of students taking at least one AP course has also increased, from 30% in 2010 to 38% in 2014, and 45% in 2017. In 2017, 69.7% of Casa students taking an AP exam passed with a score of 3 or above.

[Special Education Department course offerings](#)

[List of UC a-g courses and requirements](#)

[AP Course list](#)

## Academic and College- and Career-Readiness Standards for Each Area

Findings	Supporting Evidence
<p>Casa Grande provides students with a clearly-defined pathway to high school graduation. All students take four years of English, and two years of History, Mathematics, Science, and Physical Education. Students also take an additional year of a math or science-related course, a year of a fine arts or foreign language, a semester of Economics, a semester of Government, and a semester of Human Interaction. In addition, students complete thirteen semesters of elective coursework. All required courses are standards-based. Except for ELD and RSP Math and English courses, all required courses are college- preparatory; therefore, students fulfill California State University and University of California admission requirements.</p> <p>The Counseling department collaborates with English, ELD, and RSP teachers to provide all sophomores with a well-structured career exploration and research presentation. The goal is to raise awareness about career choices and to assist the students in completing an I-Search Career Exploration paper in their sophomore year; this helps facilitate the students’ choice of electives and a Small Learning Community (SLC) in the junior and senior year that aligns with their career interests.</p> <p>In recent years, Casa Grande has placed increasing stress on real-world applications and career preparation. Now, all students complete a personal interest inventory as a part of their I-Search Project in their sophomore English classes. The SLC clusters in the junior and senior years are largely based upon career interests, and field trips and job shadows are employed in the different clusters to encourage students to explore career opportunities. Students are encouraged to use their Senior Projects to explore career interests and develop opportunities for lifelong learning. Casa Grande continues to explore opportunities for effective partnerships with Santa Rosa Junior College to increase student awareness of the manifold resources and opportunities that the Junior College provides. This partnership also strengthens students’ preparation for college placement tests and course requirements.</p> <p>Currently, about 73% of Casa Grande’s students enroll in a college program immediately following their high school graduation; about one-half of all graduates are enrolled in two-year institutions, and about one-third attend four-year colleges. The retention rate for college freshmen who have graduated from Casa Grande is 89%.</p> <p>Casa Grande offers a comprehensive Advanced Placement program, offering the following AP courses: English Language and Composition, English Literature and Composition, Spanish Language, Spanish Literature, Spanish for Native Speakers, French, Calculus AB, Calculus BC, Statistics, Physics, Environmental Science, World History, United States History, Psychology, American Government, Macroeconomics, Human Geography, and Visual Art. Honors courses are offered in English 9 and 10; Algebra 2 and Math Analysis; French and Spanish 3; Physical Science, Biology, and Chemistry. These courses offer an excellent preparation for Advanced Placement course work, but they are not prerequisite to admission to AP classes. In the past year, 47 students qualified for the Seal of Biliteracy. Casa Grande encourages all students to reach their fullest potential by considering advanced coursework at any point in their academic careers.</p> <p>Casa Grande was selected as one of the pilot schools for the Northern California Career Pathway Alliance Grant. This grant allows the Alliance to provide additional support to</p>	<p><a href="#">Casa Grande Course Handbook</a></p> <p><a href="#">College Planning Checklist</a></p> <p><a href="#">Small Learning Communities (SLC)</a></p> <p><a href="#">I-search Paper instructions</a></p> <p><a href="#">Individual Transition Plan RSP program</a></p> <p><a href="#">SRJC Concurrent enrollment</a></p>



schools in the form of work-based learning and the creation of a system that aligns the K-12, Community College and Workforce Investment Boards. The goal is to feed more students into the pipeline of high-need, high-wage, high-skills jobs in the North Bay region.

The Casa Grande College & Career Center provides the following services:

- Monthly college and industry field trips
- Employment skill workshops
- Career Exploration Speaker Series: professionals from various industry come to share their path to their current position.
- Coordination of job-shadowing opportunities
- Matching students with Career Mentors
- College preparation workshops
- Internship placements
- Dual enrollment or credit by exam opportunities
- Parent workshop series

Casa Grande’s English curriculum is a literature-based program that focuses on reading, Writing, listening and speaking, while exposing all students to significant literary works. All students read two core literary works and short nonfiction pieces at each grade level, three or four additional novels or plays chosen by their teachers from a board-approved extended literature list, as well as a wide range of short stories, articles, essays, poems and news reports. Students learn and practice analytic, synthetic and evaluative skills as they explore aesthetic, ethical and cultural issues. The English department’s curricular map outlines the concepts as well as critical thinking and writing skills that all students are expected to master at each grade level. The department’s English 9/10 Handbook, provided to all freshmen and sophomores and available on the Casa Library website, outlines the department’s expectations for student writing, and provides tips and examples to assist students in improving their practice.

Human Interaction (HI) is a School Board-mandated course for all freshman students that covers a range of topics regarding personal, social, and emotional health. Themes and concepts introduced in the course are further developed in the subsequent English, Science, and Social Science courses. Instruction is designed to emphasize the social consequences of personal decisions, as well as to provide a supportive environment in which students can explore potentially sensitive issues. The course is paired in the students’ class schedules with one of three elective choices: Success 101, World Geography, or Introduction to Digital Media. All three electives are designed to provide students with skills and concepts fundamental to their future academic success. World Geography and Introduction to Digital Media are approved for UC/CSU admissions credit.

Casa Grande requires students to take two years of math, most commonly fulfilled by one year of Math 1 and one year of Math 2. Students who need extra assistance to master algebraic concepts can enroll in Math 1 Academy, a two-period program which covers Math 1 curriculum while providing an additional period of practice, reinforcement, and support. The department also offers collaborative classes in Math 1 and Math 2, a course team-taught by a math and an RSP teacher. Students who complete these course these courses successfully are encouraged to continue with Math 3, AP Statistics, Trigonometry/Math Analysis, and Calculus AB or BC. The Math department updates and revises its curriculum maps every year in light of student performance in

[Casa Grande College & Career Center](#)

[College & Career Center Calendar](#)

[English Department Homepage](#)

[English 9/10 Handbook](#)

[Gaucho Gazette Student Newspaper & Broadcasting](#)

[Human Interaction Organ Donation](#)

[Human Interaction Bullying Lesson](#)

[Success 101](#)

[Math Common Reviews and Final](#)



class assessments and California Standards Tests. All teachers follow the department's grading policy, and students take a common test and final exam in all courses.

Casa Grande's Physical Education program emphasizes physical fitness and health appreciation and understanding of a variety of motor skills and movement patterns and applies knowledge of concepts, principles, strategies and tactics related to movement and performance. Freshman-level courses emphasize the concept of fitness in helping students develop a personalized fitness program for a healthy lifestyle. In order to achieve this goal, students participate in cardiovascular, flexibility, strength-training activities, as well as dance programs. They also participate in various individual and group sports. Sophomore-level courses emphasize team strategies, communication skills, group problem-solving and critical thinking skills; the goal is to help students build upon their prior knowledge and to create their own long-term fitness programs. Both freshman and sophomore courses are standards-based, and teachers consult on a daily basis to ensure that instructional activities and techniques are aligned in all sections of the department's courses.

In science, most students take a Physical Science and a Life Science and are encouraged to continue with either the traditional sequence of Chemistry and Physics or with courses chosen from a variety of electives. Freshmen who complete Honors Biology have the opportunity to enroll in advanced science courses. All science courses stress critical thinking skills, the scientific method, laboratory skills, authentic assessment, an appreciation of physical systems, and the critical necessity for responsible stewardship of the natural world. These skills enable students to practice complex thinking and global citizenship, to demonstrate effective communication through a variety of methods, and to become lifelong learners. CTE standards are also incorporated into Clinical Biology, Health Occupation Students of America (HOSA), Environmental Conservation, Anatomy & Physiology, Honors Biology, and Honors Chemistry. Science teachers meet regularly during the year to align instruction, discuss and integrate Next Generation Science Standards (NGSS) and share new ideas with each other during department meetings.

The Science department offers a number of upper division courses, including Honors Chemistry, Clinical Biology, Health Co-Op and HOSA, Sports Medicine and Advanced Sports Medicine, Environmental Conservation, AP Environmental Science, and AP Physics. All of these courses focus on practical applications and hands-on activities and are attached to career pathways within the SLCs. In addition, the Science department now offers a Health Occupation Students of America class (HOSA), specifically designed to prepare students for careers in the health sciences by connecting the core academic and career technical education standards for the Health Science and Medical Technology sector. In United Anglers Field Studies, students participate in waterway restoration, resource conservation and public awareness activities, while operating the Conservation Salmon Fish Hatchery, the only fish hatchery in the United States maintained by students on a high school campus.

As for the Social Sciences, all Casa Grande students take a year of World History and a year of United States History, generally in their sophomore and junior year, respectively. In their senior year, students take a semester of Economics and a semester of American Government. In addition to presenting the evolution of human society, history classes emphasize the importance of social and cultural changes as well as political conflict and technological innovation. The goal is to equip students with the breadth of knowledge and critical thinking skills needed for success in college-level courses, as well as

[Science Department Course Offerings](#)  
[Environmental Science Unit](#)



Requirements for "wet labs" are met.



Health Occupation Students of America

[American Government Federalist Papers](#)

becoming an adult member of the community.

The Social Science department offers a range of semester electives, depending on student interest. Current offerings include Comparative Religion and Women’s Role in History, offered every other year with Philosophy, Ethics, Action and Community Involvement (PEACE), Legal Studies, Psychology, and Sociology. The department also offers three year-long electives: Cultural Anthropology, A.P. Human Geography, and A.P. Psychology. All of these courses stress critical thinking and abstract reasoning, and skills applicable to other disciplines, as well.

The Visual and Performing Arts department offers a variety of challenging and inspiring courses. All students are required to take at least one year of a visual or performing arts class for graduation. All courses in the Visual and Performing Arts department meet this requirement, and also meet area ‘f’ of the UC/CSU Approved Course List. The Visual and Performing Arts course offerings vary depending on each subject (Art, Photography, 3D Maker, Acting, Choir, Band, Jazz Band, etc). All subjects focus on the five California Content Standards (Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, and Connections, Relationships, Applications). Strategies and instruction guide students through a range of critical thinking processes as they study the content relative to each subject area within the department. Each student is encouraged to use analytical skills to reach an understanding of the texts and works of art. Students also establish connections between the content and his or her own life. Listening, speaking, reading, and writing are integrated and language skills are taught in meaningful contexts. Best of all, these learning contexts include the fun, creative, fulfilling, and hands-on worlds of painting, drawing, sculpture and photography, as well as performing in bands, singing in the choirs, and acting on the stage in scenes and plays. The drama and music classes perform in public frequently, and the the visual art classes host art shows throughout the year, as well.

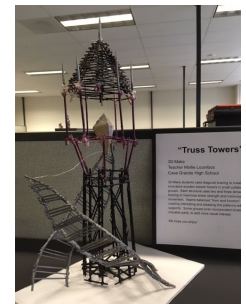
Casa Grande’s World Languages Department currently offers an articulated series of courses in Spanish and French. All courses emphasize development of language use across the four domains of reading, writing, listening, and speaking, as well as an appreciation for language as an expression of culture. Instructional goals and assessment practices are aligned across all course levels. World Languages offers multiple strands towards the mastery of Spanish: Spanish for Native Speakers, Spanish for the Workplace, and traditional Spanish as a Foreign Language. These strands are not exclusive; students can move back and forth between course strands according to their level.

Spanish in the Workplace is a four-year sequence that covers the same conceptual material as the standard pathway, but its emphasis is on workplace/career applications and skills necessary for occupational success. Spanish for Native Speakers is a three-year literature-based program designed to deepen and advance students’ native-language skills. All three programs are admissible for UC/CSU credit, and students from all three programs are eligible for the department’s Advanced Placement courses.

Since 2016, a French III Honors and Spanish III Honors have been offered to highly-motivated students who want to be challenged with a fast-paced curriculum. AP classes for French Language and Culture and Spanish Language and Culture are offered, as well. Next year, Introduction to Spanish for Native Speakers will be offered to expose students whose first language is Spanish to the culture of the Spanish-speaking world, and to develop fundamental academic language skills in



*Mr. Sean Millard and musicians in Casa’s band.*



*3D: Make Truss Towers, which exhibit students’ engineering skills and artistic vision.*


[Spanish Level III Assessment](#)

[Spanish Level III project](#)

[Travel project](#)

<p>Spanish. In addition, the freshman foundational course Success 101 will be offered in Spanish beginning in Fall of 2018.</p> <p>Casa Grande offers Career and Technical Education (CTE) courses in a variety of sectors. CTE is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers. CTE courses at Casa Grande include:</p> <ul style="list-style-type: none"> <li>○ 3D Animation</li> <li>○ Automotive Technology</li> <li>○ Computer Graphic Design</li> <li>○ Computer Science</li> <li>○ Culinary Arts</li> <li>○ E9 Graphic Design &amp; Student Printing Business</li> <li>○ Entrepreneurship</li> <li>○ H-One MakerSpace</li> <li>○ Hospitality Management</li> <li>○ Sports Medicine</li> </ul>	<p><a href="#">Career Technical Education (CTE)</a></p> <p><a href="#">Automotive Technology Class</a></p> <p><a href="#">Casa Collective</a></p>
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## Congruence

Findings	Supporting Evidence
<p>Casa Grande faculty align classroom learning with college and career readiness and schoolwide outcomes as reflected in the recently updated Vision and Mission statements and graduate profile. These statements are aligned with the LCAP, as well as the goals of CGHS, to ensure that all graduates of our school are not just college-ready, but also career-ready.</p> <p>#1: A Casa graduate will be highly literate, a critical thinker, a problem-solver, and an effective communicator.</p> <p>The English Department and Social Studies Departments work collaboratively on a Senior Project in which students are problem-solvers and effective communicators. Students identify needs in the community, and how they might address those needs, to develop a plan for twenty hours of service work. Seniors maintain an online portfolio showcasing their work, and present to a community panel in the Spring.</p> <p>Students in the the award-winning Journalism class produce a monthly newspaper and weekly video broadcast for the student body. Journalism students develop critical thinking and communication skills to tackle difficult topics that affect the school and broader community. Students in English classes analyze and question literature and media in Socratic Seminars.</p> <p>Casa Grande students practice email etiquette on a regular basis in order to request information, contact community members in Economics class, government officials in Anglers and U.S. History, seeking internships and job opportunities in Success 101, and making connections to complete their Senior Project.</p>	<p><a href="#">Vision &amp; Mission</a></p> <p><a href="#">Graduate Profile</a></p> <p><a href="#">Senior Project</a></p> <p><a href="#">Gaucho Weekly Round Up</a></p>  <p><i>Gaucho Gazette staff members</i></p> <p><a href="#">Formal Email Assignment</a></p> <p><a href="#">CASA COLLECTIVE</a></p> <p><a href="#">Casa Grande Culinary Arts Website</a></p>

#2: A Casa Graduate will be employable, have the skills, the attitude and the work ethic to be a success in the workplace.

Core classes and elective classes emphasize employable skills, attitude and work ethic for a successful future. The Casa Collective is an opportunity for students to design and market products and services to the community at large, including auto repair, catering, and graphic design, and managed by the award-winning Entrepreneurship course. Courses like HOSA, Sports Medicine, and Success 101 involve members of the health industry and community to evaluate student readiness for the workplace.

#3: A Casa Graduate is civically engaged, an active participant in the community, and committed to making a positive impact.

Casa incorporates civic engagement in curriculum inside and outside the classroom. The Senior Project is once again a prime example of this, as well as the required freshman Human Interaction class that requires service hours, visits the local homeless shelter, senior citizen housing complex, and food bank each semester. Several American Government classes require students to attend city council and school board meetings, or other government proceedings, and reflect and respond.

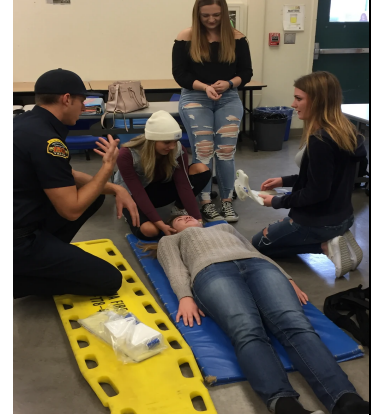
#4: Casa Graduates will have a personal vision for the future, a good sense of who they are, where they want to go and how to get there.

Casa students are exposed to the idea of life after high school in their freshman grade year via the Human Interaction and Success 101 classes. These courses begin by having students examine who they are, what their strengths are, what adult life will look like, and what steps are needed to get there. These courses take campus “field trips” to preview elective courses that can lead to a career path, such as Environmental Conservation and Preservation, invite club members in from Interact and Key Club to American Sign Language, have guest speakers from the College and Career Center, and counselor presentations on how to concurrently enroll in the local Junior College.

Students enrolled at Casa engage in real-world problems in order to develop their strengths in various content areas and skill sets. For example, in one project in the Economics course from the Buck Institute, students are placed on a mock Planning Commission and must decide what to do with ninety-six acres left to the city by a benefactor. Students must come to a consensus within their group, plan and present their proposal, and write a formal response to the winning plan.

Students in Spanish for the Workplace program apply their knowledge of a world language to a job setting. Guest speakers are also brought in to discuss the use of world languages in the job market and career options.

[Student-Run Big House Catering Lunch Menu](#)

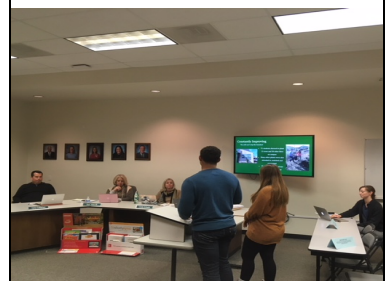


*First-aid training in Sports Medicine*

[Small Business Owner Interview Assignment](#)

[Student Letters to Government Officials](#)

[Do Good Project Directions](#)  
[Sample Do Good Project Presentation](#)



*Student reports at a school board meeting*

[Economics Matildaville Project & Student Response Paper](#)

[Spanish for the Workplace guest speakers](#)



## Integration Among Disciplines

Findings	Supporting Evidence
<p>For the junior and senior year classes, Casa Grande is organized into Small Learning Communities (SLCs). Students in each SLC benefit from teacher teams made up of core and elective course teachers. SLC teachers work together to design and deliver engaging interdisciplinary curriculum tied to one of four areas of focus. The SLCs provide an opportunity for students to choose an area of interest in which the core English and Social Studies classes, as well as electives, incorporate real-world applications and promote critical thinking and problem solving. The electives in each SLC serve to add further depth and relevance to the curriculum.</p> <p>Technological advances, global-economic competition, and social, political, and environmental transformation have expanded the needs of students as they prepare for 21st-century challenges. Our society today requires that its members have increased knowledge, skills, and flexibility, as well as global and civic awareness. To better prepare young people for their futures, Casa Grande High School is working to help students succeed in challenging subjects by providing more relevant contexts for their learning.</p> <p>Casa Grande has a long history of involvement with Small Learning Communities. The Freshman Block, Changing Perspectives, The American Dream, and Rebels, Revolution and Resistance are all examples of interdisciplinary team-taught programs that have been offered in the past. Interdisciplinary approaches combining traditional stand-alone classes have included the English Learners Academy and the Health Career Pathway. Several years ago, the faculty made a commitment to delivering the benefits of Small Learning Communities to all students. This has required some experimentation to develop SLCs that are evenly balanced in the number and types of students enrolled. Currently, the freshman and sophomore classes are each divided into three separate Houses. Ninth grade Houses share common teachers in English, math, and Physical Science, while tenth grade Houses share common teachers in English, World History, and Biology. Junior and senior classes are divided into SLCs with common teachers in English, Social Science, and elective classes based on thematic areas of interest. For the past two years, four clusters have been offered: Health Careers Pathway, Innovation, International House (iHouse), and the Social Justice Academy (SJA).</p> <p>Achieving consistency in student placement ensuring that all students in a House or SLC share the same teachers in all subjects remains a significant challenge to the effective implementation of the SLC model. Still, it is clear that the SLC structure has encouraged the development of creative, collaborative, and personalized approaches to instruction. All SLCs have developed and implemented interdisciplinary lessons, units, and projects and have adapted to the needs, interests and abilities of their students, as well as curricular maps to align instruction in the various disciplines. In some instances, changes in SLC staffing have slowed this alignment process, but this effort remains a priority in the development of collaborative instruction.</p> <p>The SLC structure has allowed Casa Grande to introduce a new level of intervention for students who are struggling, or who may be in need of a different placement. A part of each SLC meeting is devoted to a discussion of students who are succeeding, along with students of concern. For students who are doing well or showing improvement, the SLC</p>	<p><a href="#">Senior Projects</a></p> <p><a href="#">Watershed Project</a></p>

<p>team recognizes the most deserving as Students of the Month. For students who are struggling, the team decides the form of intervention needed and selects a teacher to lead the intervention. Students in the RSP program are also monitored by their Case Managers, who consult with their content area teachers after the close of each grading period, and more frequently if necessary. Casa Grande’s English Learners Resource Teacher monitors the progress of the English Learners and provides the necessary recommendations for student success.</p> <p>RSP program students participate in noredink.com, an adaptive online grammar skills program, as part of the Study Skills curriculum. Noredink.com supports the development of grammar and writing conventions skills through individualized instruction.</p>	<p><a href="#">NoRedInk</a></p>
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### Articulation and Follow-up Studies

Findings	Supporting Evidence
<p>In recent years Casa Grande has placed increasing emphasis on real-world applications and career preparation. All students complete a personal interest inventory as a part of their I-Search Project in their sophomore English classes. The SLC clusters in the junior and senior years are largely based upon career interests, and field trips and job shadows are employed in the different clusters to encourage students to explore career opportunities. Students are encouraged to use their Senior Projects to explore career interests and develop opportunities for lifelong learning.</p> <p>Students with IEPs and 504 plans are supported through transition meetings held in collaboration with the feeder 8th grades in the area. Student accommodations, courses, and goals are discussed to minimize the impact of the transition on student academic progress, and to better understand the needs of incoming freshmen. As seniors, these students receive additional support in securing accommodations at post-secondary schools and training programs.</p>	<p><a href="#">I-search instructions</a>  <a href="#">Small Learning Communities (SLC)</a></p>

## B2. Access to Curriculum Criterion

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

### Variety of Programs — Full Range of Choices

Findings	Supporting Evidence
<p>Casa Grande strives to ensure that all students are aware of their educational choices and are able to take advantage of the full range of course offerings. Casa Grande’s Course Handbook is updated yearly to include new course offerings and modifications to existing courses. To ensure that all students are aware of graduation requirements and course offerings each year, counselors conduct classroom presentations at all grade levels, including incoming freshmen at Kenilworth Junior High and all other feeder schools in the Petaluma community. Students complete their course selection forms by choosing their core classes, listing their first and second choice electives, and getting their parents’ or guardians’ signatures of approval. Students then proceed to register for classes using the Aeries Student Portal. Counselors also meet with all freshmen to develop an initial four-year learning plan. They meet with students and their parents to review and revise these plans during their sophomore year. Students and parents, at all grade levels, are invited to consult with their counselor at any time to make revisions to their plans. Counselors monitor student progress and review transcripts each semester to ensure that all students are on track for graduation. Class selection and adjustments to schedules are made with individual students during Individual Educational Plan and Student Study Team meetings, and on an as-needed basis.</p> <p>Casa Grande offers a strong electives program. This includes the alternative ways of fulfilling graduation requirements offered in the Honors and Advanced Placement classes and our Small Learning Communities, and a wide range of electives. Current Casa electives include: Journalism, Advanced Journalism, Newspaper Production, Cultural Anthropology, A.P. Human Geography, Legal Studies, PEaCE, Psychology, A.P. Psychology and Sociology, Automotive Engineering (Beg), Automotive Repair Technology (Adv), Introduction to Robotics, Culinary Arts (Beg), Culinary Arts &amp; Hospitality Management (Adv), Culinary Arts &amp; Food Service Management (Adv), Introduction to Computer Science Principles (Beg), Computer Science A (AP), Entrepreneurship, Computer Graphic Design, 3D Animation, Sports Medicine (Beg), Sports Medicine (Adv), Health Occupation Students of America (HOSA).</p> <p>All of these courses stress theoretical understandings as well as practical applications, and the practical skills needed in the workplace. The Physical Education Department’s two-year Sports Medicine sequence similarly stresses conceptual understandings, practical skills, and personal qualities necessary for effective job performance.</p> <p>Casa Grande offers a comprehensive Advanced Placement program, including the following courses: English Language and Composition, English Literature and Composition, Spanish Language, Spanish Literature, Spanish for Native</p>	<div data-bbox="1117 506 1487 779" data-label="Image"> </div> <p data-bbox="1084 806 1500 888"><i>Counselors visit classes at each grade level to review course offerings and walk through course selection and sign-ups.</i></p> <p data-bbox="1084 1255 1344 1377"> <a href="#">United Anglers</a>  <a href="#">Interview assignments</a>  <a href="#">Gaucho Roundup</a> </p>

Speakers, French, Calculus AB, Calculus BC, Statistics, Physics, Environmental Science, World History, United States History, Psychology, American Government, Macroeconomics, Human Geography and Visual Art. Honors courses are offered in English 9 and 10; Algebra 2 and Math Analysis; French and Spanish 3; Physical Science, Biology, and Chemistry. These courses offer an excellent preparation for Advanced Placement course work, but they are not prerequisite to admission to AP classes.

Students also have access to opportunities outside of classes offered in the core subject areas. Four years ago, Casa began offering Success 101 classes to incoming 9th graders. In this course, students investigate their life goals and values, career opportunities, and complete the semester-long class with skills and abilities to inform their ongoing academic, career, and life plans.

The College & Career Center (CCC) has become an integral part of the Casa campus due to the CCC counselor position expanding to .8 FTE, combined with an initiative launched in October 2016 by the non-profit CTE Foundation, leading the development and implementation of a Countywide Coordinated System for Work-based Learning (WBL). Developed in collaboration with SCOE's College and Career Readiness Department, the initiative's objective is to improve access to high-quality work-based learning opportunities that enhance career exploration, develop skills required for success in college and career, and improve academic outcomes. WBL Coordinators have been assigned to partner with instructors in the development of WBL activities that enhance instruction and provide opportunities for students to apply classroom learning to real-world work challenges. As an Industry Intermediary, the CTE Foundation is charged with recruiting industry partners and facilitating WBL activity implementation. Experiences may include workplace tours, guest speakers, career fairs, informational interviews, integrated projects with multiple interactions with professionals, apprenticeships, clinical experience and on the job training, or work experience. In the first semester of the 2017-2018 school year, the Casa Grande CCC has hosted over forty college admission representative meetings, organized a mini-college fair for twenty out-of-state colleges, and joined in a partnership called North Bay Construction Core, which awards technical certificates from North Bay Builders Association to participating students after a five-month apprenticeship. In addition, the CCC coordinates with the SRJC and 10,000 Degrees program to conduct workshops on college and scholarship applications as well as college essay writing.

In 2015, teacher Scot Wigert and then-head counselor (now Assistant Principal) Sharon Howell created and piloted the "Jumpstart to the JC" program, in coordination with the Santa Rosa Junior College (SRJC). This program helps Casa seniors enroll in SRJC earlier in the year, along with priority registration. This program benefits 50% of all Casa Grande graduates.

Casa has served as a host site for the 10,000 Degrees program for the last five years. 10,000 Degrees is a non-profit foundation that assists low-income, first-generation college students navigate the college application process. In addition, 10,000 Degrees offers pre-college counseling for these students to select courses that are compatible with their life plans and career goals.

[College & Career Guest Speakers](#)

[Jumpstart to the JC](#)

[Jumpstart Data](#)

[10,000 Degrees](#)




<p>Finally, seniors at Casa Grande participate in and complete the Senior Project, a capstone event that includes all members of the Casa Grande community as well as the larger Petaluma community. The project is self-directed, so that seniors get real-life experience pursuing service work that is personally meaningful to them, while at the same time contributing something to the larger community. Every year, Casa Grande seniors provide a combined total of over 8,000 hours of community service.</p>	<p><a href="#">Senior Project</a>  <a href="#">Senior Project Community Participation</a></p>
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## Accessibility of All Students to Curriculum

Findings	Supporting Evidence
<p>Casa Grande’s English Learners Advisory Committee (ELAC) meets four evenings a year. The primary goals of the committee are to keep parents informed about the nature of the English Learners Program and their students’ options for continuing their education, and to solicit parental input on improvements to the program that would better meet their students’ needs. Unfortunately, changes in both the structure and the personnel of the EL Program these past two years have significantly disrupted the continuity and the dynamism of this committee’s work, and its meetings have recently tended to emphasize information over input. Strengthening the committee’s ability and willingness to provide programmatic advice and oversight is a major goal of the EL staff.</p> <p>The ELD program includes both instruction in English Language Development and targeted support for language development in the content area classes.</p> <p>For students whose Individual Educational Plans (IEPs) acknowledge a need for a more structured instructional program, Casa Grande’s Resource Specialist Program (RSP) offers a range of courses designed to address specific learning needs. Most students in the program benefit from the Study Skills class, which provides a learning skills curriculum and one-on-one and group support in their content-area classes with their RSP Case Manager and Instructional Assistant. RSP English and Math Review classes are designed to introduce and reinforce the fundamental skills necessary for productive citizenship, and to prepare the students for entry into college-preparatory coursework. The Reading Learning Center class focuses specifically on developing reading and literacy skills. The Life Skills class, for Special Day Class students, focuses on the development of a range of personal, occupational, academic and self-advocacy skills. The Workability class provides students with on-the-job experience, along with the skills and concepts necessary for finding, obtaining and succeeding in a job or a career. In addition, the RSP department sponsors a Social Thinking Skills seminar to assist students in learning how to read, interpret and transmit verbal and nonverbal cues in social interactions. Students in the program whose academic progress no longer requires such specialized settings are still monitored by their Case Managers on a watch-and-consult basis.</p> <p>Casa Grande completed an overhaul of the daily schedule after suggestions from the last WASC report. Casa Grande’s daily schedule now provides teacher Office Hours after school every day except Wednesdays, during which students are encouraged to consult with the teachers of the classes in which they need most assistance. Now, nutrition break lasts fifteen minutes between the first and</p>	<p><a href="#">Example of ELAC meeting notes</a></p> <p><a href="#">ELD Social Studies presentation</a></p> <p><a href="#">Daily Schedule</a></p>

<p>second period of the day, and Office Hours were moved from a thirty-minute nutrition break in the middle of the day, to thirty minutes at the end of the school day. Holding Office Hours at the end of the day allows for a more focused, academic setting for additional help and instruction.</p> <p>Providing access to advanced-level courses for underserved student populations remains one of Casa Grande’s areas of improvement. Casa Grande now offers four levels of Spanish for Native Speakers, including a section for AP Spanish for Native Speakers, to encourage students from this population to pursue AP courses. English Learners in particular are under-represented in advanced math and science classes, while this population is increasing. More concerted efforts should be made to identify, promote, and place minority students in Honors and Advanced Placement courses.</p>	
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### Student-Parent-Staff Collaboration

Findings	Supporting Evidence
<p>Casa Grande employs a variety of formal and informal methods to encourage parent involvement. Three out of the eleven members of the School Site Council are parents; their support has been crucial in maintaining a range of course offerings and meaningful staff development. Parents are encouraged to be active participants in Student Study Team, Individual Educational Plan, and Section 504 meetings, and are provided translation services if needed. Parents also act as mentors and judges for Casa’s Senior Project each year. In addition to the traditional Back-to-School Night and Open House, Casa Grande sponsors a number of evening presentations for parents throughout the year, with topics ranging from Ninth Grade Preview Night and Freshman Parent Orientation to college applications, financial aid and the SRJC jumpstart program.</p> <p>Casa Grande’s English Learners Advisory Committee (ELAC) meets four evenings a year. The primary goals of the committee are to keep parents informed about the nature of the English Learners Program and their students’ options for continuing their education, and to solicit parental input on improvements to the program that would better meet their students’ needs. The ELAC coordinator schedules guest speakers, including representatives from Casa Grande’s counseling department, who provide outreach to the English as a Second Language community.</p> <p>Every November, Casa Grande holds a Ninth Grade Preview Night for potential incoming freshmen. The aim of this is to provide eighth grade students and parents the opportunity to learn about the many core and elective offerings available at Casa Grande. Parents rotate through multiple classrooms with the opportunity to interact with ninth grade core and elective teachers, who provide a brief overview of their programs and answer any questions. Teachers communicate directly with parents via email, and Casa Grande’s new website makes it possible for parents to check homework assignments and student performance in their courses online through the Aeries Parent and Student Portals. Communication between parents and teachers is also facilitated by the widespread use of Google Classroom. Parents are now able to be invited to the Google Classrooms that their students are enrolled in.</p>	<p><a href="#">Parent Organizations</a></p> <p><a href="#">Back To School Nights/Open House</a></p> <p><a href="#">Senior overview night</a></p> <p><a href="#">Senior Project</a></p> <p><a href="#">Financial Aid Week</a></p>  <p><i>Student-led conferences are an important feature of Casa’s new Academic Review Team (ART)</i></p> <p><a href="#">Freshman Parent Overview Night</a></p> <p><a href="#">Aeries Portal</a></p> <p><a href="#">Google Classroom</a></p>

<p>Counselors also meet with all freshmen to develop an initial four-year learning plan. They meet with students and their parents to review and revise these plans during their sophomore year. Students and parents at all grade levels are invited to consult with their counselor at any time to make revisions to their plans. Counselors monitor student progress and review transcripts each semester to ensure that all students are on track for graduation. Class selection and adjustments to schedules are made with individual students during Individual Educational Plan and Student Study Team meetings, and on an as-needed basis.</p>	<p><a href="#">Counseling four-year plan</a></p> <p><a href="#">Casa Grande Website</a></p>
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## Post High School Transitions

Findings	Supporting Evidence
<p>In recent years, Casa Grande has placed increasing emphasis on real-world applications and career preparation. All students complete a personal interest inventory as a part of the I-Search project in their sophomore English classes. The SLC clusters in the junior and senior years are largely based upon career interests, and field trips and job shadows are employed in the different clusters to encourage students to explore career opportunities. Students are encouraged to use their Senior Projects to explore career interests and develop opportunities for lifelong learning. Casa Grande continues to explore opportunities for effective partnerships with Santa Rosa Junior College to increase student awareness of the manifold resources and opportunities that the Junior College provides. This partnership also strengthens students' preparation for college placement tests and course requirements.</p> <p>As previously mentioned, Casa Grande's educational program provides a continuous plan of study, as well as connections to post-secondary options. Examples that have previously been noted include:</p> <ul style="list-style-type: none"> <li>● An increasing number of courses meeting a-g requirements</li> <li>● College essay and application workshops offered throughout the year</li> <li>● Financial Aid nights with information about local scholarship opportunities, such as the Doyle Scholarship</li> <li>● SRJC nights highlighting the offerings of our local Junior College</li> <li>● Transition team meetings with RSP for students with IEPs and 504s</li> <li>● College and career representative campus visitations</li> </ul> <p>The capstone of the Casa Grande educational program is the Senior Project, undertaken by all seniors. In this year-long project, students devote a minimum of twenty hours to community service in some form and complete a digital portfolio describing the goals, outcomes, and accomplishments of their project. At the end of the year, seniors present their projects and portfolios individually to a panel of teachers and community judges. Originally overseen by the English Department, the project is now jointly supported by English and Social Studies teachers, with the support of the clusters. From the inception of Senior Project, senior core teachers have looked for ways to involve the full teaching faculty in the support of the project, to both assist with project management and to inspire deeper and more comprehensive projects.</p>	<p><a href="#">Jumpstart Program to SRJC</a></p> <p><a href="#">Counseling Calendar of Responsibilities</a></p> <p><a href="#">Senior Project</a></p>

## ACS WASC Category B. Standards-based Student Learning: Curriculum

### Summary (including comments about the critical learner needs)

Casa teachers align classroom learning with college and career readiness and schoolwide outcomes as reflected in the recently updated Vision and Mission statements and graduate profile. These statements are aligned with the LCAP, as well as the goal of CGHS to ensure that all graduates of our school are not just college-ready, but also career-ready.

Core classes and elective classes emphasize employable skills, positive attitude, and work ethic for a successful future. The Casa Collective provides an opportunity for students to design and deliver products and services to the community at large, including auto repair, catering, and graphic design, and managed by the award-winning Entrepreneurship course. Courses such as HOSA, Sports Medicine, and Success 101 involve members of the health industry and community at large in assessments of student readiness for life after high school.

Casa Grande faculty incorporate civic engagement in curriculum inside and outside the classroom, beginning with the required 9th grade Human Interaction class that requires service hours, visits the local homeless shelter, senior citizen housing complex and food bank each semester. Several American Government classes require students to attend city council or school board meetings, or other government proceedings, and reflect and respond. The Senior Project is the ultimate example of the Casa Grande emphasis on service learning, as students commit to a project of their choosing to learn from real-world experiences while giving back to the community.

Casa students are exposed to the idea of life after high school beginning in their freshman year in the Human Interaction and Success 101 classes. These courses begin by having students examine who they are, what their strengths are, what they want their adult life to look like, and what steps are needed to get there. Students enrolled at Casa engage in real-world problems to give them a chance to see and develop their strengths in various content areas and skill sets.

The SLC structure has allowed Casa Grande to introduce a new level of intervention for students who are struggling, or may be in need of a different placement. A portion of each SLC meeting is devoted to a discussion of students who are succeeding, as well as students who are not performing well. For students who are doing well, the SLC team recognizes the most deserving as Students of the Month. For students who are not doing well, the team decides the form of intervention needed and selects a teacher to lead the intervention. Students in the RSP program are also monitored by their Case Managers, who consult with their content area teachers after the close of each grading period, and more frequently if necessary. Casa Grande's English Learners Resource Teacher monitors the progress of the English Learners and provides the necessary recommendations for student success.

Casa Grande's English Learners Advisory Committee meets four evenings a year. The primary goals of the committee are to keep parents informed about the nature of the English Learners Program and their students' options for continuing their education, and to solicit parental input on improvements to the program that would better meet their students' needs.

Students with IEPs and 504 Plans are supported through transition meetings held in collaboration with the feeder eighth grades in the area. Student accommodations, courses, and goals are discussed to minimize the impact of the transition on student academic progress, and to better understand the needs of incoming ninth graders. As seniors, these students receive additional support in securing accommodations at post-secondary schools and training programs.

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

- Standards-based curriculum
- Personalized learning environment
- Diverse elective offerings
- Small Learning Community structure

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

- Increase identified subgroup student participation in advanced courses
- Increase ELAC membership and strengthen its advisory role
- Increase the number of students who have fulfilled UC a-g requirements

## Category C: Standards-based Student Learning: Instruction

### C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

### Results of Student Observations and Examining Work

Findings	Supporting Evidence
<p>All core classes at Casa Grande High School are college prep, meeting UC a-g requirements. Counselors use terminology consistent with a-g requirements in dialogues with students, setting the expectation that students will be qualified and prepared to continue their challenging academic experiences after they leave Casa Grande.</p> <p>In their freshman year, a majority of students are enrolled in Success 101, a semester-long course designed to ease the transition from middle to high school, engage potentially at-risk students, and build a culture of goal-setting and future planning, including financial and post-secondary planning.</p> <p>In their sophomore year, all students in college preparatory English classes complete the I-Search paper, in which students identify and research a potential career-related topic that is of interest to them, based on their personal strengths, interests, and goals. The Counseling department employs a subscription-based college and career advisory program through CaliforniaColleges.edu that sophomores use to help them identify potential career paths and areas of interest. The I-Search process is meant to help students identify potential post-secondary goals in order to select the Small Learning Community (SLC) for their junior and senior years that is most closely aligned with their future plans, whether they intend to further their education, enter the workplace, or pursue other ventures.</p> <p>In the junior and senior years, students select from one of four Small Learning Communities (SLCs) which are grouped around potential post-secondary outcomes: Health Careers Pathway (HCP), Justice and Media Studies (JAMS / formerly SJA), International House (iHouse), or Innovation (formerly STEAM). Within their SLC, students share common teachers for core and elective courses, allowing for interdisciplinary collaboration, project-based learning, and field experiences.</p> <p>In the senior year, counselors present college application and future planning workshops to core classes. College application essays are written and edited as part of the senior English classes. As a capstone to their learning experiences, all Casa Grande seniors participate in the Senior Project, in which students engage in a minimum of twenty hours of community service learning, maintain an online portfolio/website to showcase their progress and outcomes, and present to a panel of community judges about their learning experience throughout the year.</p> <p>Casa Grande was selected as one of the pilot schools for the Northern California Career Pathway Alliance Grant, providing support for work-based learning and access to high-skill, high-wage jobs in the area. As part of this program, the Casa Grande College and Career Center provides monthly college and career industry field trips,</p>	<p><a href="#">List of a-g courses and requirements</a></p> <p><a href="#">Freshman Success 101 Syllabus</a></p> <p><a href="#">Sophomore I-Search Paper</a></p> <p><a href="#">Small Learning Community Descriptions</a></p> <p><a href="#">College Planning Checklist</a></p> <p><a href="#">Senior Project Student Handbook</a> and <a href="#">Sample Projects</a></p> <p><a href="#">College &amp; Career Center Website</a></p>



opportunities for students to connect with internships, college and career speakers and representative visits, scholarship opportunities, and job-shadowing opportunities, among many other services, in order to help foster a culture of college and career readiness on campus.

As the diversity of our student population has increased over the past few years, a growing number of diverse students are enrolling in and passing Advanced Placement classes and tests. Some of these courses, such as AP Psychology, Statistics, and Computer Science, are open to all upper-class students with no placement requirements. According to data from the College Board, the percentage of junior/senior students enrolled in AP classes has grown considerably over time. In 2010, 273 students (about 30% of the junior/senior population) took at least one AP class. This rate has continued over the past several years, with the percent of juniors/seniors enrolled in AP classes increasing from 38% in 2014 to 45% in 2017. In 2017, 69.7% of students taking the AP exams passed with a score of 3 or higher.

A concerted effort is made to mainstream as many EL and special education students as possible into as many core classes as they can take, including English. Support for these students includes aides, team teachers (such as in the Algebra collaborative), tutoring, and various other modifications (including SDAIE methods). Students are assigned to these courses according to their academic needs in consultation with the Special Education department.

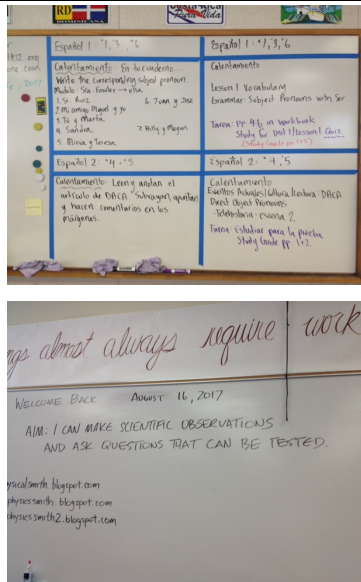
Spanish for Native Speakers provides an opportunity to support academic development in Spanish-speaking students' home language, which research has shown results in higher achievement in all academic areas for bilingual students.

[List of AP Courses Offered](#)

[Special Education Department course offerings](#)

[Casa Grande World Languages](#)

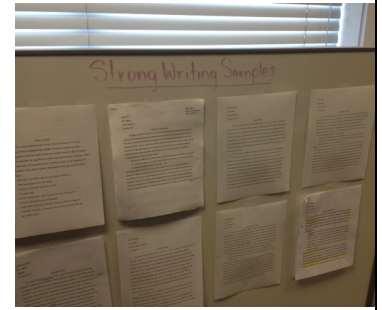
## Student Understanding of Learning Expectations

Findings	Supporting Evidence
<p>Casa Grande teachers use rubrics, models, and samples of exemplary work to help students develop their awareness of expected performance levels. Students are provided rubrics before long-term projects and essays to ensure that they understand the requirements for success. Teachers save examples of student work from previous years to demonstrate various levels of proficiency. Students are trained in applying rubrics to their own work as well as in peer review to help students identify areas for improvement and to learn from one another.</p> <p>Most teachers post daily agendas on the board and/or on their websites or Google Classroom, including the specific goals and learning objectives as well as classwork and homework assignments, to ensure that students know what they are expected to learn and do during a lesson. Many students are in the habit of recording the assignments and homework for the day from the board or posted agenda, either in their notes or by taking a picture with their iPad or other devices.</p> <p>In order to create independent learners, students are trained to use a variety of assessment feedback to further learning. Formative assessment, peer response and editing, and portfolio building, among other strategies, provide opportunities for students to further their understanding of expected learning outcomes. For example,</p>	 <p><i>Objectives examples</i></p> <p><a href="#">Example teacher website</a></p>

in many English classes, students participate in peer review and response groups, in which groups of students read and respond to one another’s writing, using rubrics to provide specific feedback to their group members. In AP classes, students engage in grading one another’s work using AP writing scoring sheets, so that students internalize the high standards required for AP-level writing.

In the Visual Arts, students are trained in the use of a Peer Critique process in which students provide feedback on a work’s strengths and areas for improvement, along with what the critiquer learned from the work they are critiquing. This process not only allows students to learn from one another’s work, but also builds a “community of artists” to inspire creativity and artistic vision. The artist must also engage in self-reflection as they are responsible for presenting their work to the group, along with an explanation of their artistic choices, areas of challenge or difficulty, and what the piece means to them. This layered process combines self-reflection with peer evaluation for powerful results.

To foster academic and social success in high school, counselors teach a series of targeted topics in classrooms at all four grade levels. These workshops aid in the transition from middle to high school and the transition from high school to post-secondary. Key topics include best practices for student success, career exploration, employment readiness, and post-secondary planning. A variety of teaching modalities are utilized to engage a spectrum of student learning styles.




*Use of model papers*

[Sample English Peer Response Protocol](#)

[Visual Arts Peer Critique](#)

[Freshman Overview Presentation](#)

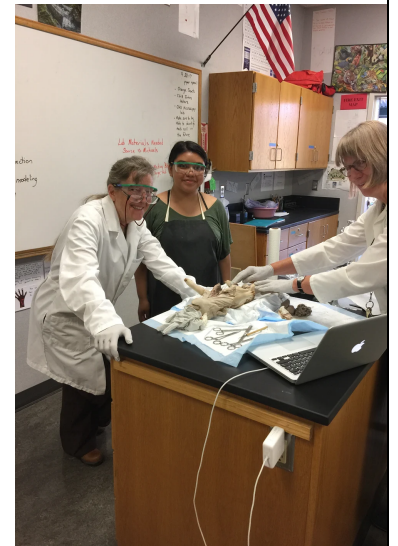
## Differentiation of Instruction

Findings	Supporting Evidence
<p>Casa teachers differentiate instruction using a variety of methods, including multimedia and technology, to meet the increasingly diverse learning needs of their students. All teachers have EL or SDAIE training and have received staff development in differentiation of instruction.</p> <p>Casa teachers use a range of research-based instructional methods to create student engagement, such as direct instruction, group and partner work, real-world connections and experiences, and a variety of informal and formal assessment techniques. To support their students’ specific learning needs, teachers employ a multitude of instructional best practices, such as Socratic Seminar, guided practice, pair and group work, labs, demonstrations, and an array of activities to access prior knowledge.</p> <p>In order to provide equal access to instructional technology for all students, Casa Grande became a 1:1 iPad school in 2015. Every student has access to an iPad for use at school and at home. Many Casa teachers use the iPads and their various learning applications to differentiate instruction by allowing for choice in note-taking, multiple learning modalities, project-based learning, and assessment options. Apps such as Newsela facilitate differentiation by providing text at a reading level appropriate for each student. The use of video and other visual supports is also made easier thanks to the implementation of technology; many teachers provide websites with resource links and visual organization for students, or even make demonstrations available online.</p>	 <p><i>Socratic Seminar in World History</i></p>



Core novels are available as audiobooks to download onto students' iPads or personal devices, or they may be on loan from the library. The library provides digital books for download onto student devices on an as-needed basis. If the audio or digital book is available via Follett's Titlewave program, these requests can be filled immediately.

Teachers provide more individualized instruction to students as needed in Office Hours. Office Hours were instituted beginning in 2012 in response to our last WASC review. Office Hours are offered every school day (except Wednesdays) from 2:30-3:00. Students can meet with teachers for individualized academic support, including tutoring or making up missed assignments.



*Fetal pig dissection in Biology*


[Science Department Reflection Evidence Video](#)

[Mr. Mander's Youtube Channel](#)


## C2. Student Engagement Criterion

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

Findings	Supporting Evidence
<p>As noted in Section C1.3, Casa Grande became a 1:1 iPad school in 2015. Every student has access to an iPad for use at school and at home. Casa teachers use the iPads and various learning applications to help students access and organize information. Casa is a Google Apps for Education school, meaning teachers have the option of using Google Classroom to assign and collect work. Teachers in many departments use Google Classroom for daily assignments, journals, etc., as well as for longer-term assignments and projects.</p> <p>Casa Grande High School is equipped with a variety of hardware and software options which are used in the delivery of instruction. Hardware includes lab equipment in the physical and biological sciences, including a state-of-the-art fish hatchery as well as a large telescope available on campus. The library provides digital books for download onto student devices. All classrooms have been outfitted with a classroom technology package that allows teachers to use district devices (iPads and/or MacBooks) for instructional purposes. The packages may include an LCD SmartTV or projector.</p> <p>Software resources include turnitin.com, audiobooks, Careercruising.com (I-Search), Read180, Odysseyware, Edusoft, grade book programs, easybib.com, petadata.info, online access to media such as Learn360, Checkology, podcasting and screencasting, and Aleks.</p>	<p><a href="#">Math Department Google Classroom Example</a></p>  <p><i>Students working in the Fish Hatchery</i></p> <p><a href="#">Library Databases</a></p>

### Teachers as Coaches

Findings	Supporting Evidence
<p>Casa teachers use multiple strategies, academic and non-academic, to engage students in their own learning. At Casa, student engagement begins with relationship-building, which is facilitated through our Small Learning Communities (SLCs). In the 9th and 10th grades, students are assigned to Houses of no more than 150 students who share common English, Biology, and World History teachers. The purpose of the House structure is to increase student achievement and to help students feel more connected to each other, to their teachers, and to the school. The Houses give students and teachers an opportunity to create strong relationships by clustering smaller groups of students with a core group of teachers. As part of their House meetings, teachers discuss students of concern and create intervention strategies to engage and support these students' academic success.</p> <p>This year, 9th grade House teachers have begun to implement Student-Led Conferences, an important feature of Casa's new Academic Review Team (ART) student intervention initiative. The ART initiative came out of the Eastside</p>	<p><a href="#">Sample House Meeting Agenda</a></p>  <p><i>Student-led conferencing</i></p> <p><a href="#">ART Data Presentation</a></p> <p><a href="#">ART Data Master List</a></p>

ThinkTank working group, as mentioned in Section A. Students are drafted into the ART program when they receive two or more failing grades at the end of a grading period. Once identified, students and parents attend a meeting and subsequent conference with a counselor or administrator. Counselors and administrators then check in weekly with each student, following a “case management” model. All ART students also participate in a student-led conference at the end of the semester, in which they bring their work in to discuss with a group of teachers while addressing lessons learned over the course of the semester and goals moving forward. Of the thirty-one 9th grade students who went through the ART program in Fall 2017, 12 students “graduated” off the list by raising their grades from failing. Administrators and counselors are currently planning to scale up the program to include the 10th grade.

As mentioned in Section C1.1, after their sophomore year, students select a Small Learning Community (SLC) for their junior and senior years based upon their post-secondary goals and interests. Within the SLCs, interdisciplinary curriculum is delivered in conjunction with the English, Social Studies, and elective teachers. At SLC meetings, 80% percent of the time on the agenda focuses on student engagement. The SLC teams collaborate to determine students of concern and create individualized intervention plans depending on particular students’ individual needs.

Teachers in common SLCs deliver and develop integrated curriculum to connect a common theme and reinforce student understanding, such as selecting texts in English classes that connect thematically to topics covered in the History classes, as well as SLC-specific themes. Students work on interdisciplinary projects such as presentations that connect with global and social issues.

Real-world connections are a powerful way to engage students with the curriculum. A variety of field trips occur during the year that allow students the opportunity to have hands-on learning in multiple contexts. Many teachers invite guest speakers to the campus to help engage students and provide different views of a large array of topics. For example, Senior English teachers invite Vietnam War Veterans to speak to their classes about their experiences in conjunction with the study of *The Things They Carried*, a novel about the Vietnam War.

Office Hours were instituted beginning in 2012 in response to our last WASC review. Office Hours are offered every school day except Wednesdays, from 2:30-3:00. Students can meet with teachers for individualized academic support, including tutoring or making up missed assignments. The change from Tutorial, which took place during the school day, to after-school Office Hours has successfully reduced the number of negative behaviors occurring on campus, and increased academic support during this time. Moving Office Hours to after school provides additional time for students to make up tests or class participation points, since students can potentially stay longer than thirty minutes if the teacher is available longer. Some Freshman teachers require signatures to prove that students are attending Office Hours, and some SLCs require mandatory Office Hour attendance for students of concern.

[Sample SLC Meeting Agenda](#)



*iHouse Students of the Month*




*iHouse Chinatown Field Trip*



*9th Grade Academy of Sciences Field Trip*

## Examination of Student Work

Findings	Supporting Evidence
<p>Project-based learning is employed across the curriculum to provide students opportunities to access, organize, and apply their learning through multiple modalities. Special emphasis is placed on research in the English classes. Each year, as part of their English courses, students are required to complete at least one formal research project, culminating in a traditional research paper or other final product. Students learn how to identify credible sources, gather and organize information, and produce a final product that provides evidence in the form of appropriately cited source information.</p> <p>In the junior and senior years, many of the SLCs provide opportunities for interdisciplinary research projects that connect with the themes and outcomes specific to that community. For example, students in the iHouse SLC write research papers on international current events that connect to the theme of global citizenship.</p> <p>To support teachers in the areas of academic research and formal writing, the CGHS Teacher-Librarian, in collaboration with classroom teachers, designs and implements workshops for students in grades 9-12 focusing on research methodologies using printed media as well as online databases. Students are educated about proper citations, credible sources, and plagiarism. Students are taught to use the internet to find reliable sources and fact check information. Using programs like Checkology, the Teacher-Librarian directly teaches classes and assists classroom teachers in learning Digital Citizenship curriculum to teach on their own.</p> <p>Students develop their formal research, writing, and presentation skills throughout their four years at Casa, with the end goal of the Senior Project community presentation as a capstone to their academic progress. The Senior Project incorporates skills honed throughout students' four years of study and in all subject matters and is the ultimate expression of what students are able to achieve while at Casa.</p>	<p><a href="#">iHouse International Issues Research Paper</a></p> <p><a href="#">Digital Citizenship Curriculum</a></p>

Findings	Supporting Evidence
<p>Casa students are provided frequent opportunities to think, reason, and problem-solve in group and individual learning experiences across the curriculum.</p> <p>In the English and Social Studies departments, many teachers employ discussion models based on the Socratic Seminar to engage students in formal academic discussion. Strategies such as Socratic Seminar and its variants (fishbowl discussion, Harkness model, etc.) encourage students to take risks intellectually by sharing their ideas in an open forum.</p> <p>In Economics, students engage with real-world problems, such as a project based on a Buck Institute unit in which students are on a Planning Commission and must decide what to do with ninety-six acres left to the city by a benefactor. Students must come to a consensus within their group, plan and present their proposal, and write a formal response to the winning plan.</p>	 <p><i>Harkness Discussion in Senior English</i></p> <p><a href="#">Economics Matildaville Project &amp; Student Response Paper</a></p>



In Biology, students study the water cycle and the impact of pollution on climate by collecting plastic water bottles discarded on campus, and then engage in problem-solving to identify ways to reduce waste and littering on campus.

In the Fish Hatchery, students are involved in creek and habitat restoration and fish repopulation. Hatchery students conduct fieldwork in the Petaluma River and its tributaries. Recently, students have successfully trapped fall-run Chinook salmon, also known as King salmon. Students are conducting a capture-recapture program, in which participants trap, measure, weigh, examine, and tag the fish collected. Once a fish has been processed, it is released back into the wild. This exciting work is conducted by students with permitted approval from the US Department of Fish and Wildlife.

In Physics, students collaborate on solutions to the “egg drop challenge,” experimenting with ways to protect an egg dropped from the top of a classroom building. The annual event offers students in physics an instructive engineering challenge.

Students in the Academic Decathlon class support one another’s learning and exploration of a range of academic subjects, including formal writing and presentational speaking. The success of this program is demonstrated by the Casa team winning the Regional competition for the 35th year in a row this year.



*Plastic bottle collection project*



*Fish Hatchery fieldwork*



*Physics Egg Drop Challenge*

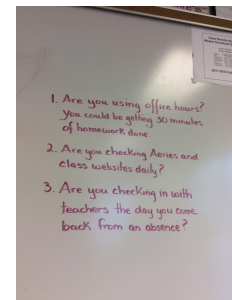
**Findings**

As noted in Section C1.4, Casa Grande is a 1:1 iPad and Google Apps for Education school, meaning that all Casa students have access to technology and are able to use this technology to achieve academic standards. Casa teachers have been quick to implement the iPads and their associated applications across the curriculum.

All teachers use Aeries, an online gradebook, attendance, and intervention system, providing students and parents with easy access to their grades and assignments as well as providing teachers, staff, and administrators various tools to help students succeed. The Aeries student and parent portals are linked to the Casa Grande school website. Students receive frequent reminders to check Aeries and to see teachers if they have missing assignments in any of their classes.

In Exploring Computer Science, students learn to edit images using Photoshop, using online video tutorials. Students complete and submit their assignments electronically using Google Classroom.

**Supporting Evidence**



Reminder to check Aeries

[Computer Science Photoshop Project & Student Work Sample](#)

<p>In AP Computer Science, students create a “Pokemon Battle” using programming languages. Computer Science courses complete assignments using BlueJ Java coding environment as well as a variety of online learning environments, such as Snap, Culturally Situated Design Tools.</p> <p>Journalism students use Adobe Suite products to produce the <i>Gaucha Gazette</i>, an award-winning monthly student publication, as well as the “Gaucha Roundup,” a weekly video segment which is published on Youtube.</p>	<p><a href="#">AP Computer Science “Pokemon Battle” Project</a>  <a href="#">Project Directions</a>  <a href="#">Student Work Sample</a></p> <p><a href="#">Gaucha Weekly Roundup</a></p>
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Findings	Supporting Evidence
<p>Students at Casa Grande take learning beyond the page in a wide variety of authentic, real-world experiences, beginning with the freshman year “Do Good” project, and culminating in the senior Project capstone experience.</p> <p>In their freshman year, all Casa students enrolled in the Human Interaction (HI) course participate in the “Do Good” project, in which students are expected to complete a minimum of ten hours of community service and prepare a formal paper and presentation about the experience and how it affected the community as well as the impact on the student themselves. Alternative hours are also an option in lieu of regular community service hours; students may also participate in therapy, a Hospice Grief Group, an eating disorders group, Alateen or any number of groups that would help them personally, and, in turn, help the community. This project allows students to make community connections and learn from real-world experiences, often going outside their comfort zone to change the students’ outlook about their community and themselves.</p> <p>As seniors, many students choose to continue to serve the same agency or area of need identified in their “Do Good” project for continued work in their Senior Project. In addition to the community service aspect of this project, seniors also create an online portfolio and complete a presentation to a panel of community judges about their work and learning experience.</p> <p>The Physical Education department provides many opportunities for student learning via real-world applications. The goal of the Physical Education department is to give students a variety of ways to apply concepts and themes introduced in Course I and Course II to lifetime fitness. Through the use of cardiovascular, strength, and sports-related training, students learn how to achieve and maintain a healthy and active lifestyle. Students are exposed to a variety of activities: weight training, orienteering, dance, yoga, and traditional sports. Health-related themes are introduced through a series of Google Classroom assignments and lectures which cover nutrition, body image, confidence, conflict resolution, movement analysis, human anatomy, and physiology, and real-life application of different training programs.</p> <p>The World Language department connects their content area to real-world experiences and materials through the use of authentic source documents, cultural exploration projects, native-speaking country research, and other hands-on learning experiences. In the beginning levels of language acquisition, students listen to music, look at art, and learn about food from other countries. Several projects revolve around researching various aspects of the culture and presenting it</p>	<p><a href="#">Do Good Project Directions</a>  <a href="#">Sample Do Good Project Presentation</a></p> <p><a href="#">Senior Project Resources</a>  <a href="#">Sample Senior Project Online Portfolio</a></p> <p><a href="#">Personal Fitness Plan Project</a></p> <p><a href="#">“On The Job” 9th Grade PE Final Project</a></p> <p><a href="#">French “Exploration Culturelle” Project</a>  <a href="#">French Project Photo Album</a></p>

to the class in the target language. In the Spanish for the Workplace program, students apply their knowledge of the language in a job setting. Guest speakers are also brought in to discuss the use of world languages in the job market. In the AP courses, students listen to authentic sources, such as news broadcasts and radio podcasts from other countries to provide authentic cultural experiences and language input.

Casa Grande High School offers a well-rounded, comprehensive Performing Arts program that includes three concert bands, two jazz ensembles, a choir, and a drama program. Each of these curricular areas provides opportunities for the students to work as a team toward a common goal by performing at a high level for the public at large. Within these disciplines, there are several experiences available to students that offer real-world experiences in the performing arts industry. Some of these include drama productions for the public, adjudicated music festivals and concerts performed throughout the state (including overnight tours), guest speakers and clinicians from the music industry working with the students, and students acting as leaders within the classroom as they lead sectional rehearsals.

The Wildlife Biology program incorporates outdoor experiential education through field studies at Shollenberger Park in Petaluma. Blood pressure monitoring is taught in Honors Biology, Clinical Biology, and Human Anatomy and Physiology classes. First Aid/CPR/AED certification is completed in both Clinical Biology and Human Anatomy and Physiology classes. Astronomy students have access to telescopes that allow for nightly visual and photographic observation.

In the English department, real-life experiences begin with the reading of a wide variety of literary works which introduce students to a range of possibilities available to them as they grow and develop into young adults. Additional experiences include the I-Search project in the sophomore year; this project provides students with the opportunity to explore potential future options and career choices. This exploration is further advanced in the senior year with the Senior Project, which is a direct application of service learning.

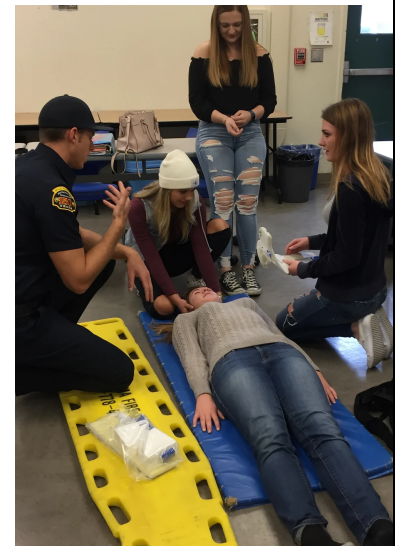
Within the Social Studies department, students are offered many real-life experiences through the use of guest speakers, field trips, and interdisciplinary projects. Many juniors and seniors are involved in collaborative assignments within their SLCs, making connections between core classes and the real world. Elective courses such as Legal Studies are taught by teachers who have real-life experience in the subject. Visual arts, literature, music, primary source documents and recordings and current events are all used in History classes to enrich students' understanding of history and to make connections to the real world.

The Math department uses problems at all levels that require students to apply math to real-world scenarios. One example is the triangular pools project assigned to all Math Analysis classes. This project requires students to submit a proposal to a fictional design board advocating for one of several possible designs for a triangular pool. Other projects engage students in peer-tutoring logarithms or interviewing someone who uses logarithms at work.

The extensive array of real-world learning experiences offered in our elective and Career-Technical Education departments is detailed in the next section.

[Spanish "A Viajar!" Travel Agent Project](#)

[Casa Chamber Choir performing "Bohemian Rhapsody"](#)



*First aid training*

[English 12 Project Photo Album](#)

[Vietnam Veterans Guest Speakers](#)

## Real World Experiences

Findings	Supporting Evidence
<p>As previously noted, community projects and real-world learning are an integral part of the Casa Grande experience. Beginning in the Freshman year with the “Do Good” projects in Human Interaction, continuing through the SLC focus on experiential learning, and culminating in the Senior Project, students make connections to the real world and to the community throughout their years at Casa. These experiences often inform students’ post-secondary plans, whether their choice of college major or career goals.</p> <p>More specific college and career information is provided through the Counseling department and the College &amp; Career Center, which offer workshops to all juniors and seniors and their parents throughout the year. Workshops focus on getting students prepared for and into the right college for them. This begins with learning about college eligibility requirements, helping with the college search and application process, financial aid applications, scholarship applications, college selection, and commitment. The College &amp; Career Center along with the Counseling department also host frequent guest speakers and representatives from universities and various career paths on campus. These opportunities help provide students with guidance on the choices they make after they leave Casa Grande.</p> <p>Beginning in 2013, seniors have been able to enroll in the JumpStart program, which was developed by Casa counselors and teachers to help connect students with the post-secondary options offered by our local community college, Santa Rosa Junior College (SRJC). This program has grown by leaps and bounds, from twenty-seven students in 2013 to ninety in 2017. JumpStart connects students to the offerings at SRJC along with counseling support to help first-generation and low-income students make the transition from high school to college. This original program has been so successful that it has been used as a model for other schools in the area.</p> <p>In addition to the offerings through the Casa College &amp; Career Center and Counseling departments, further support is also provided through 10,000 Degrees, a local community foundation that provides college access support at Casa Grande High School through the 10,000 Degrees Institute, 10,000 Degrees Scholarship, and schoolwide college-access workshops for students and families. 10,000 Degrees works with juniors and seniors to support them through the college matriculation process, including financial aid and college applications. Specifically, 10,000 Degrees supports students with a mission to empower students to envision, prepare, and apply to college. This on-site support includes student Office Hours, junior/senior meetings, and family workshops. 10,000 Degrees has grown at Casa from serving a cohort of ten sophomores in 2009, to a total of forty-three current juniors and seniors this year.</p> <p>Casa Grande’s elective course offerings provide authentic, exciting real-world learning experiences for students. Casa is a recipient of the CTEI Grant from the State of California, which has fueled an expansion of our CTE course offerings. The funds from this incentive grant has made possible the purchase of state-of-the-art technology and supplies. This has also led to the creation of Casa Collective, a student-run business providing goods and services to the community</p>	<p><a href="#">College &amp; Career Center Calendar</a></p> <p><a href="#">JumpStart 2017 Presentation</a> <a href="#">JumpStart Data</a></p> <p><a href="#">10,000 Degrees</a></p> <p><a href="#">Casa Collective</a></p> <p><a href="#">Casa Grande Culinary Arts Website</a></p> <p><a href="#">Student-Run Big House Catering Lunch Menu</a></p>



via CTE courses in automotive technology, culinary arts, graphic design, and entrepreneurship.

In our award-winning Culinary courses, students learn to plan for, prepare, and serve high-quality catering for faculty meetings as well as for community events, such as LumaCon, a local comic-con that attracts thousands of guests each year. Additionally, Culinary students offer a delicious, seasonal catered lunch available for purchase by staff, allowing students to experience the business aspects of culinary and hospitality careers.

Many of the ingredients students use in their Culinary course creations come directly from our Outdoor Learning Environment (OLE) organic garden, where students are responsible for planting, maintaining, and harvesting edible crops, alongside California native species. The combination of food crops along with native plants helps support our beehives, which are also maintained by students. Culinary students use honey from the campus beehives and produce from the OLE garden to create delicious, healthful offerings through Big House Catering.

Students in the Automotive Engineering program also participate in the Casa Collective, providing automotive maintenance and repair services for staff vehicles on campus. The Casa Collective is also an outlet for student entrepreneurship projects, in which students design, create, and market original creations to the local community and beyond. Student creations are also available for sale in local businesses, such as toy stores and cafés.

In the Computer Graphic Design and 3D Animation courses, students learn to employ industry-standard technology such as the Adobe creative suite and Autodesk to design original creations. Students not only learn the technology, but also employability skills, while also potentially earning college credit or prerequisite completion.

In the Computer Science classes, students learn programming languages such as Javascript, along with the design principles and creativity of mind demanded in the 21st-century workplace. In the Introduction to Robotics course, students apply the principles of Mechatronics, combining computer programming, electronic controls, and system design, to create and build simple robots.

The Sports Medicine courses are popular with students who are interested in the fields of kinesiology and physical therapy, as well as athletics in general. Students in these classes learn injury prevention and treatment, including life-saving methods such as CPR and first aid. In the Advanced Sports Medicine course, students apply these skills to real-life situations by providing medical provisions and first aid to sports teams, with proper supervision, of course.



[Student-maintained beehives](#)

[Gaucho Garage Automotive Services](#)

[E9 Graphic Design Class](#)  
[3D Animation Website](#)

[Intro to Computer Science](#)  
[Sample Assignment](#) and  
[Student Work Sample](#)

[Robotics grant award](#)



*Sports Medicine fire department  
guest speakers*

## ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

### Summary (including comments about the critical learner needs)

Instruction is an area of strength at Casa, with a focus on high-quality, standards-based instruction evident across the curriculum. Casa provides a well-rounded, high-quality comprehensive plan of study for all students, with a wide array of choices and flexibility to provide opportunities for all students to find their strengths and areas of interest.

Common instructional methods are shared across the curriculum. Many teachers share procedures such as posting the daily objective and agenda along with assignments in consistent locations in the classroom and online. These practices create structure and consistency that help students learn how to be successful academically. A focus on research, academic discourse, and writing is common across the curriculum. Project-based learning is an integral part of the curriculum throughout the instructional program, culminating in the Senior Project experience as the final product of a consistent focus on experiential learning.

Casa teachers have successfully incorporated the use of technology throughout the curriculum, with the majority of teachers using the iPads and other devices on a regular basis to enhance instruction, as well as to provide differentiation for an increasingly diverse student body. Students have increased access to information as well as options to demonstrate their learning in various modalities through the implementation of the iPad and its applications.

A major shift in the instructional schedule that has had a positive impact on student learning is the adoption of Office Hours at the end of the day. Previously, Tutorial was offered during standard instructional hours, leading to higher levels of distraction and behavioral issues due to the large amount of unstructured time during the school day. Moving Office Hours to the end of the day has increased students' focus on learning and reduced behavioral problems during this time.

Overall, Casa Grande has continued to improve the educational experience for its students, even as these students have become increasingly diverse, presenting increasing challenges. Casa teachers have adapted to the changing face of their student body to become more student-centered and real-world oriented.

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

- High numbers of students enrolling in and passing AP courses and exams, representing an increasingly diverse student population
- Expansion of elective and CTE offerings to provide options for students
- Dedication to the SLC structure to identify and support students of concern, and to provide interdisciplinary curriculum
- Support for the Senior Project as the culmination of a schoolwide focus on community-based learning

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

- Providing teachers time to learn best practices for technology integration, as well as to reflect on its effectiveness
- Allowing for greater flexibility within the SLC structure to allow for further exploration of interdisciplinary projects
- Streamlining a process to identify struggling students sooner, and how best to re-engage and support them
- Systematizing student support and intervention programs across grades 7-12

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

### D1. Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

#### Professionally Acceptable Assessment Process

Findings	Supporting Evidence
<p>Evidence indicates that our data analysis is effective in informing our educational program. This includes a thriving AP program, above-average state CAASPP scores, and a high percentage of students continuing their education after high school. Since many Casa graduates attend the local junior college (SRJC), a program called “JumpStart” was created to assist seniors in meeting placement requirements and registering for the JC. An increasing number of students complete the program each year, and the JC is using it as a model for other schools.</p> <p>Casa Grande is committed to reviewing and analyzing testing data, such as CAASPP, CELDT, and AP exam results, in order to improve student performance and achievement. Student data and information is reported to stakeholders in a variety of ways. The disaggregated data shows how subgroups are testing and the staff monitors this progress. A Casa teacher has a release period assigned to analyze and report on this data. Much of this teacher’s work is reflected in the evidence for this self-study section. Casa parents, administration, and teaching staff review the progress of students using the Aeries student data system, which provides access to CAASPP and CELDT scores, along with student progress, grades, and attendance. Student information is quickly available to all stakeholders using the Aeries portal.</p> <p>CELDT scores have indicated that some of our students are improving with their acquisition of English and being re-designated out of ELD.</p> <p>Student who qualify earn the Seal of Biliteracy and the Golden State Seal of Merit diploma.</p>	<p><a href="#">AP tests taken and passed</a></p> <p><a href="#">AP 5-year data</a></p> <p><a href="#">2016 CAASPP scores and comparisons</a></p> <p><a href="#">Most recent CAASPP scores compared to district, county and state</a></p> <p><a href="#">Jump Start data</a></p>

#### Monitoring and Reporting Student Progress

Findings	Supporting Evidence
<p>Casa Grande employs a number of processes for communicating with stakeholders, but there are limitations to some groups’ access to some of the resources. We lack one central resource for all school and community information that could be shared with stakeholders.</p> <p>As previously mentioned, the online Aeries portal allows staff, parents and students to monitor progress in individual classes. The new Casa Grande website provides a wealth of school-related information in English and Spanish, including the <i>Casa Grande Times</i> parent newsletter (formerly called <i>Casa Connection</i>), school calendar,</p>	<p><a href="#">School Website</a></p> <p><a href="#">District Website</a></p> <p><a href="#">Library Website</a></p> <p><a href="#">Gaucho Gazette School Newspaper</a></p>

<p>course and student handbooks, contact information, important testing dates, and community partners. Site administrators meet regularly with district administrative team to inform them about student progress and review test results.</p> <p>Our Mission and Vision statements as well as our schoolwide learner outcomes were recently redeveloped, and communication of these statements to all stakeholders is still in progress. This year’s Senior Projects should begin to reflect these new expected outcomes.</p>	<p><a href="#">Aeries Portal</a></p> <p><a href="#">Principal’s Newsletter</a></p> <p><a href="#">Big House Happenings</a></p>
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## Monitoring of Student Growth

Findings	Supporting Evidence
<p>Casa Grande students are evaluated on a basis of achieving mastery through demonstration of Common Core skills. Common grading is used in courses that are integrated by design. Some departments have common grading policies and use common assessments, including course final exams, to monitor student growth. Grading policies in some subjects, such as math, are designed so that students recommended to advance to the next course will have the foundational skills necessary to succeed. This leads to about 75% of the math grade being based on assessment performance. However, some departments have not agreed on common grading practices.</p> <p>ELD students routinely move out of the program when redesignated as fluent. Progress monitoring is open to staff, parents and students through the Aeries portal.</p>	<p>Thirty-six ELD students this year tested as fluent and will move out of the program.</p>

## D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

### Appropriate Assessment Strategies

Findings	Supporting Evidence
<p>Casa teachers use a wide variety of assessments to determine the abilities of their students, including lab reports, essays, portfolios, objective, formative and summative assessments, oral assessments, performance tasks, Senior Projects and research papers.</p> <p><b>Math</b></p> <p>The Math department employs multiple strategies ranging from daily informal checks for understanding to formal unit tests. On a daily basis, teachers will check homework to monitor student progress. Daily warm-ups are completed in order to spiral previously-taught concepts. Common exercises are used in Math 1, Math 2, Math 3, and Math Analysis to ensure that all students are exposed to preparatory materials for CAASPP and embedded EAP assessments. Students may be asked to come to the front of the class to solve the problems and explain the processes for the solutions. Students may be asked to complete a “pass out of class” problem to determine if they have mastered certain topics. Frequent quizzes are administered to determine whether students are mastering the sub-topics. These quizzes, along with the daily checks, allow the teacher to determine if any concept needs to be re-taught or reinforced. Unit tests are then administered to determine mastery of a topic. The Math department is currently developing new Common Core curriculum, along with pacing guides, which keep all sections of classes within several days of each other within the respective curricula. A formalized system of common assessments has been established across the department. Additionally, the department employs alternative assessments, such as group or pair quizzes, as well as application projects that provide students an opportunity to explore real-world topics. In each subject area in the Math department, common final exams are administered and scored using an agreed-upon point system. This ensures consistency of content taught in individual courses and student progress through the content sequence, regardless of which math teacher a student has. The common finals were designed based on California State Math and Common Core Standards, and yet this adherence does not preclude creativity in Math department assessments.</p> <p><b>World Languages</b></p> <p>The World Languages department uses a wide range of assessments, covering the four modes of communication: speaking, listening, reading, and writing. The department also assesses the cultural component of the language, as well as vocabulary and grammar.</p> <p>Speaking is assessed informally throughout classes, in which students are expected to use the target language. Discussions in the target language are conducted every day on topics found in the readings or listening that is done in class or as</p>	<p><a href="#">Math 1 common reviews and final</a></p> <p><a href="#">Alternative math assessment</a></p> <p><a href="#">Honors Math Analysis creative final</a></p> <p><a href="#">Spanish 1 assessment</a></p> <p><a href="#">Spanish 1 video project</a></p>

homework. Formal oral assessments are administered regularly, in which students are given a prompt that they have to answer orally. Prompts can be pictures or picture sequences to describe, questions from the teacher, cultural comparisons, interviews, etc. Formal presentations of projects and skits are also used to assess speaking proficiency. Appropriate rubrics are used to score students' performance. Listening comprehension is assessed through many modalities as well. Informally, students' reactions to directions given in the target language, directed drawing on individual whiteboards or iPads, and a wide range of vocabulary games is used. More formally, quizzes and tests usually contain a listening component, in which students must answer comprehension questions after listening to an audio prompt, from simple one-line questions to complex authentic pieces such as podcasts or videos.

Teachers employ diverse texts, from textbooks, to dialogues, poems, articles, literature, and many other sources. The reading is followed by comprehension questions that need to be answered in different ways: orally, multiple-choice questions, or essays.

Writing is also assessed at all language levels. An example of informal, on-the-spot visual assessment is the use of individual whiteboards or iPads: students write down vocabulary, grammar, listening comprehension, and/or spelling answers with immediate feedback from the teacher. Sometimes students prepare written scripts for skits to be presented orally, or produce written materials, ranging from fill-in-the-blank answers or sentence completions on formal quizzes and tests, e-mail correspondence, letters, or postcards, and culminating with formal multi-paragraph essays.

To assess students' cultural knowledge, teachers assign various types of projects. These include research reports that are written and presented orally, as well as more hands-on projects, such as cooking for the class, or making an art piece in the style of an artist from one of the countries where the target language is spoken.

Some assessments are comprehensive, covering many skills and tasks, and do not fit in a specific category. For example, some teachers assign portfolio projects, in which proficiency in speaking, writing, reading, and understanding must be demonstrated. Another example is a letter to parents that students write at the end of every grading period, explaining what they learned during that period. That letter is in English, and then they must translate it into the target language for the teacher.

Students know that they have learned when they are able to communicate by speaking spontaneously and writing in the target language, and to understand authentic materials, written or audible, in the target language. At the end of Level One, students must demonstrate the ability to perform greetings and introductions, express likes and dislikes, make requests, and provide some information. At the end of Level Two, students must demonstrate the ability to make requests, express their needs, understand and express ideas, describe and compare, and use and understand expressions of emotion. At the end of Level Three, students must demonstrate the ability to express, understand and support opinions, narrate and understand narration in the present, past and future, give and understand advice and suggestions. At the end of Level Four, students must demonstrate the ability to communicate effectively in an interpersonal as well as

[Spanish 2 video project](#)

[Spanish 3 assessment](#)

[Spanish 3 Petaluma River project](#)

[Travel project](#)



presentational setting, and to interpret authentic written, audio, and visual materials. At all levels, students must demonstrate appropriate understanding of the culture of the countries where the target language is spoken.

Beginning in the 2017-2018 school year, the World Language Department welcomed its first group of students who graduated from Petaluma's only Dual Immersion School, Loma Vista Language Academy. LVLA is a two-way English/Spanish immersion school that follows a 90/10 Model. Half of these students are native English speakers, and the other half are native Spanish speakers. In Kindergarten, the students are instructed in Spanish 90% of the time and 10% in English. The amount of Spanish instruction is gradually lessened each year until the fourth grade, when the students are instructed 50% of the time in English and 50% in Spanish. This 50/50 split continues through the sixth grade, during which time the students receive content and literacy instruction through both languages. At Kenilworth, our feeder middle school, students are offered a content Spanish class in History, and a Spanish Language Arts course as their elective.

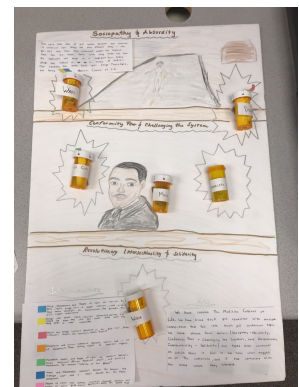
Casa Grande is also experiencing an influx of Heritage Spanish speakers. These students speak Spanish at home, yet were born in the US or have been in the US for many years and have never read or written in Spanish and/or have not had the opportunity to learn academic Spanish. The population of Native Spanish speakers coming directly from Spanish-speaking countries in their high school years is lessening.

Because of the diverse needs of our changing Spanish-speaking population (New Dual Immersion students and an increase in Heritage Spanish speakers), the World Language department is developing assessments for these students to assure the best placement for them in our existing strands (Native Speakers, Traditional and Workplace). These assessments will measure a student's fluency in reading, writing, speaking and listening, in order to best place him/her in the appropriate class and level. The assessments will be given in Spring 2018 in order to best place the incoming students for Fall 2018. The department is also developing an Introduction to Native Speakers course in order to best support our Heritage Speakers who may not be quite ready for Native Speakers Level One, but who would also not find taking Spanish as a foreign language challenging or meaningful.

### **Social Studies**

The discussion in Social Science department meetings has focused on looking at test results from the same students in the tenth-grade World History and eleventh-grade U.S. History classes. The most successful collaboration has occurred through the sharing of meaningful and successful lesson plans. In U.S. History, for example, a timeline activity has been used as a common assessment for the course. The twelfth-grade Government and Economics teachers collaborate with their clusters' English teachers in overseeing various aspects of the Senior Project. In addition to paper-and-pencil testing, Social Science teachers have also used student-created websites and presentations as assessment tools.

AP Psychology students create review materials for future students in what is called a Legacy Project. These include Prezis on specific topics and videos, as seen in the evidence examples. The work in this summative assignment provides the teacher with feedback about how effectively topics were covered, and the projects themselves become part of future years' curriculum.



*Social Science project example*

[Social Science project](#)

[AP Psychology Prezi on sensation](#)

[AP Psychology review video](#)



Social Studies classes that are integrated with their English cluster counterparts often feature interdisciplinary common assessments. For example, the Social Justice Academy assigns research papers, projects, portfolios, and a final exam co-evaluated for all junior students. ELD students are integrated into Social Studies classes.

### **English**

English department teachers use a variety of strategies to evaluate student learning. One of the predominant modes is writing, from sentence structure to paragraph development to formal essay. English teachers use the online plagiarism detection program Turnitin.com to evaluate students' research papers for proper citation of source material, as well as mechanics and spelling. This program also allows teachers to include marginal commentaries online and to grade electronically. Turnitin.com also supports student collaboration and peer editing and revision. Many English teachers require students to write self-assessments and reflections for larger written projects. Some teachers employ writing portfolios to assess students' growth throughout the school year. Freshman and sophomore teachers share a common portion in their final exams. The questions on this portion of the final are based on grade-level requirements articulated in the English Handbook and the English department's Curriculum Map. Freshman teachers also use a common writing sample as a yearly assessment. Freshmen and sophomore reading lexile levels are evaluated using the Renaissance Learning website; teachers use this information to differentiate instruction. Grade-level teachers collaborate to develop strategies and lessons to ensure students are exposed to those skills and concepts needed to improve performance on state-mandated tests. Most teachers use disaggregated CAASPP data to evaluate student progress.

Senior English teachers work closely with students to prepare the written and presentational aspects of the Senior Project; the evaluation of this project (both the online portfolio and the oral presentation) is based upon rubrics established by the senior teachers. The rubric for the online portfolio is the result of the collaboration of both English and Social Studies teachers. All English classrooms utilize formative assessments for speaking, listening, reading, and writing: interviews, informal presentations, speeches, group projects, and discussions.

### **Physical Education**

There are two courses of Physical Education offered at Casa Grande. The first (Course 1) is normally taken by ninth graders and the second (Course 2) is normally taken by tenth graders. Successful completion of Course 1 is a required prerequisite for Course 2. Both courses are divided into six thematic units. Each unit runs the length of one of the six grading periods at Casa Grande (three in the fall and three in the spring). At the beginning of each unit, students are given the rubrics that correspond to the lesson and are asked to self-assess. At the middle of the unit, students are paired up and perform a peer assessment with their partners. At the end of each unit, students are given an individual written assessment about kinesiology and nutrition. In addition to the written assessment, students are given a skills test, during which common rubrics are used and students are evaluated by direct observation by the instructor. During the assessment process, students are encouraged to develop personal goals for a healthy, active lifestyle. The Physical Education Department uses common rubrics and methods of assessment for all students.

[ELD Social Studies presentation](#)

[Casa Grande Writing Handbook](#)

[Hamlet essay prompt](#)  
[Hamlet essay rubric](#)

[The Awakening prompt](#)

[Senior Project handbook](#)  
[Senior Project examples](#)

[PE assessment and rubric](#)

[PE dance performance video](#)

**Special Education**

The Special Education department, as mandated by the state, tests students triennially. The results of these assessments are used to place students in the appropriate classes. Students with reading difficulties are placed in the Read 180 program, in which they are continually assessed as an integral part of this program. These assessments track each student’s progress as they move towards reading at grade level. The results of these tests are also used to monitor the student’s growth and to determine individual goals. CAASPP testing results are used to identify areas of weakness. Teachers respond to this data by creating lessons on topics that are problematic. Resource students are also assessed for their readiness for CAASPP tests via the Study Island online adaptive test preparation program. Areas of weakness are identified and remediation is performed prior to the administration of state tests.

State-mandated assessment results are reviewed by staff members in RSP and 504 student success team meetings. These results are used when creating intervention plans by the Resource department and regular education teachers.

**Visual and Performing Arts**

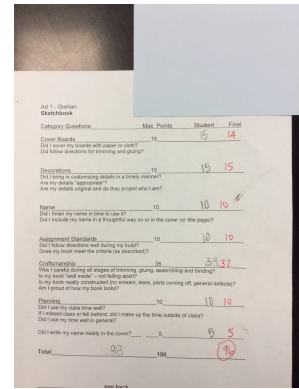
A variety of assessments is used by Visual Arts teachers to enhance student achievement. These assessments include written tests, sketchbooks, journals and portfolios. Written tests are routinely administered to gauge the mastery of elements and principles of aesthetics. Teachers employ sketchbooks and journals to monitor student learning and understanding of art history and art vocabulary. Sketchbooks and journals are also used as a communication tool between teacher and student. Teachers are able to give feedback, offer suggestions, and brainstorm ideas with students. Teachers are able to use sketchbooks and journals as assessment tools to strengthen students’ art concepts. Portfolios, which are a compilation of art projects, are used to assess student progress. Teachers are able to determine whether students have mastered key concepts, or if they need to revisit these concepts.

In the Performing Arts classes, students are assessed in many different ways. Because of the nature of the classes, participation is critical and students are assessed on their class and performance participation. Improvement and focus during class, as well as performances, are noted to assess progress towards performance goals. In addition, students in Music Appreciation use weekly homework, tests, unit projects, as well as a concert review paper to demonstrate knowledge of the basic music principles.

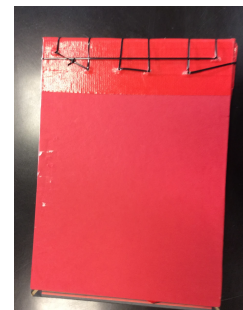
**Career Technical Education (CTE)**

In Automotive Technology classes, visual observation and instructor critique of student work is constant. Students in Auto classes need to take and pass quizzes and tests before going onto the next project. All instruction in Auto classes follows CTE standards. Furthermore, the curriculum in Auto classes aligns with the curriculum at the Santa Rosa JC; students may challenge for JC credit in these classes.

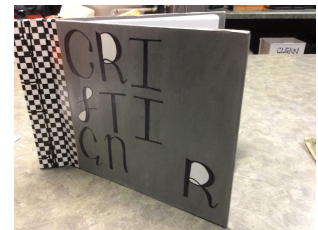
As testament to the high standards of our Culinary and Hospitality program, the student-run Big House Catering Club has won the Wine Country Chefs of Tomorrow competition for two consecutive years. Culinary students design “To Go



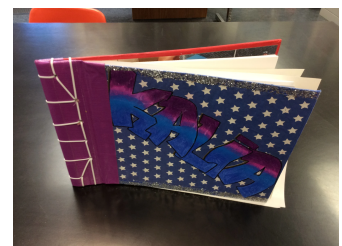
*Art project rubric*



*Art project D-level work*



*Art project B-level work*



*Art project A-level work*

Lunch” for faculty and staff, as well as providing tastefully prepared snacks for faculty meetings and Senior Project judges.

Culinary Arts is an introductory course designed to prepare students for further training in the field of food services and hospitality. Students develop their cooking skills by participating in a variety of hands-on food production labs. Students are evaluated and assessed using the following criteria: safety and sanitation, teamwork, following directions, and overall quality of food product. As students develop their *mise en place* skills, plating and presentation are added to the grading criteria. Students create digital portfolios that are assessed and showcase the student work. This course introduces students to traditional American and Global cuisines with an emphasis on nutrition. Culinary Arts introduces the basic principles of sanitation and safety relative to the hospitality industry. Topics include personal hygiene, sanitation and safety regulations, use and care of equipment, and the principles of food-borne illness. Students must pass safety and sanitation tests prior to participating in food labs. This course includes reading, writing and culinary math with an emphasis on the use of 21st-century technology, such as the use of Google Classroom, digital presentations, and a digital portfolio of accomplishments and skills.

Beginning Culinary assesses students in four areas: participation through the completion of daily cooking project; a Daily Reflection; a “Cooking at Home” project (every six weeks) in which students create a balanced menu with descriptions, make a shopping list, cook a three-course meal and turn everything in with a parent reflection. In the campus garden, students create goals, take pictures of progress, and end the day with a written reflection. The culinary teacher and students go over each assessment to make to ensure there is an understanding of what needs to be learned to move forward to a more complex lesson. Teachers and students are constantly working for greater clarity and understanding.

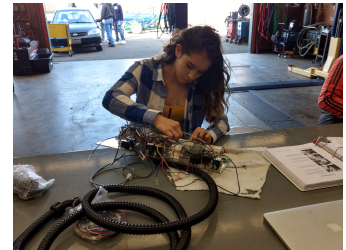
Students in the 3D Animation and Web and Graphic Design classes master CTE standards, and are given formative assessments, including online evaluations and interactive assessments that are used to drive the development of curriculum, and to determine appropriate instruction. These students also complete work for real-world clients, who provide important feedback and assessment throughout the course of the projects. Curricula in these classes are aligned with the curriculum at the Santa Rosa JC, and there is a current “Credit By Exam” option in the Graphic Design course for Photoshop.

Students in Entrepreneurship have been top-place finishers in the countywide Napa Valley College business plan competition yearly over the past five years, and have taken the first place \$1,000 prize twice. Students create their own business plans as well as help to manage the new products and services CTE startup, Casa Collective.

### Science

All Casa Grande students must complete a standards-based science sequence of Physical Science and Biology based on NGSS standards. Physical science teachers use a set of common assessments; these tests and quizzes share about 80% of the same questions between classes. Labs, presentations and lectures are also very similar. There is also a common set of student projects that are shared between teachers, such as formal lab reports with slight variations in teacher expectations.

*Auto class pictures*



[Culinary Program website](#)



[More culinary pictures](#)

[Culinary project](#)

[Entrepreneur powerpoint](#)

[Graphic Design student printing business](#)

[3D Animation student examples](#)

[Casa Collective \(new CTE collaborative business\)](#)

[Anatomy movie](#)

[Lunar eclipse](#)  
[Physics egg drop](#)


<p>Two sections of Honors Biology for ninth and tenth grade are offered at an accelerated pace and with more depth of content. They also use novels and literature and in-depth laboratory studies with living organisms and and higher-level laboratory explorations. The Biology teachers use some common assignments and tests, as well as shared labs.</p> <p>Sections of Chemistry are offered for tenth, eleventh, and twelfth graders, differentiated by regular and Honors sections. All Chemistry classes are standards-based, but the teachers of these classes do not use common assessments. However, they do share similar experiments and student expectations.</p> <p>The rest of the classes in the Science department are either single sections or taught by one teacher, such as AP Environmental Science. Astronomy is also offered as a lab-based science course with labs unit tests and projects, and community based events in the evenings with the telescope. The course is offered every other year.</p> <p>Throughout the science courses, students experience a variety of digital experiences and online instruction such as submitting work through Google Docs or Google Classroom, and the use of online simulations and assessments.</p> <p>Students are evaluated on applied knowledge of interconnected knowledge of body systems by creating a narrated iMovie of their favorite motion then explaining how the systems coordinate to achieve the motion.</p> <p>Physical science administers periodic quizzes for each unit of study using the Quia website. There is a class set of PC laptops for this purpose. Each student gets a different question chosen at random from the question database. Even the answer choices are randomized to reduce the possibilities of cheating. In addition to randomization, the students are separated by a file folder barrier. Science students use Earth Science simulations using the Phet website.</p> <p>In some Biology classes, students create a Google Doc to write a group lab report. Students are given feedback on a rough draft, and then additional class time to create a final copy of the lab report before submitting a typed version. Students write and submit lab reports, using information from the in-class lab activity as well as from internet examples. These reports are sent via Google Docs and can be edited in real time during the lab time.</p> <p>Students create Quizlet flashcards for chapter review for tests and submit flashcards to Google Classroom for grading. This assessment creates materials that students then use to prepare for unit assessments. Students access current events posted to the Google Classroom and summarize and reflect on these articles in a Google Doc.</p> <p>Students use manipulatives to arrange stars and look for relationships between various characteristics such as temperature, size, luminosity, and color.</p>	<p><a href="#">Quizlet flashcards</a></p> <p><a href="#">Fish hatchery fieldwork</a></p> <p><a href="#">Lab Report Example 1</a></p> <p><a href="#">Lab Report Example 2</a></p> <p><a href="#">Lab Report Example 3</a></p> <p><a href="#">AP Environmental Science powerpoint</a></p> <p><a href="#">Tree rings lab</a></p> <p><a href="#">Volcanic explosion</a></p> <p><a href="#">Sun and stars</a></p> <p><a href="#">Features of the sun</a></p> <p><a href="#">Radioactivity</a></p> <p><a href="#">Stars essay</a></p> <p><a href="#">Academy of Sciences</a></p> <p><a href="#">Robotics project</a></p> <p><a href="#">Karyotype analysis</a></p>
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## Demonstration of Student Achievement

Findings	Supporting Evidence
<p>Casa Grande faculty have departments, SLC clusters and houses, and Professional Learning Network (PLN) structures established on site to assist in developing strategies and assessments to guide instruction, and create plans to help students succeed. Individual teachers also adjust their lesson, curriculum, and unit plans based on the results of their assessments on a regular basis. These results and best practice strategies are shared with departments and SLCs.</p> <p>Teachers in SLCs often discuss difficulties with concepts in one subject area, so that the other subject can help to reinforce the ideas and strategies. For example, science teachers may ask math teachers to use some science concepts in graphing problems so students receive reinforcement about putting time as a variable on the x-axis.</p> <p>Departments develop common assessments (both formative and summative) based on student performance during the units, and unit assessment results influence final exam development and curriculum planning for subsequent teaching of that course.</p> <p>Teachers in the English, Math, Science, and Social Science departments review students' achievement on a yearly basis. Both individually and as a department, teachers analyze student performance for each grade and each student subgroup, looking for areas of strength and areas of need. Teachers then discuss means of improving student performance and share strategies that seem to have been most successful in promoting student understanding and fostering student achievement.</p> <p>In addition to more formal assessments, lesson effectiveness is assessed through Socratic questioning, lab write-ups in science, essays in multiple subjects, and warm-up problems in math.</p>	<p><a href="#">Math 3 Assessments</a></p> <p><a href="#">Roots, radicals test</a></p> <p><a href="#">Siddhartha assessment</a></p> <p><a href="#">DNA Lab write-up</a></p>

## Student Feedback

Findings	Supporting Evidence
<p>To better understand the student perspective on Casa's educational program, a group of nineteen students representative of our demographics participated in a dialogue responding to the prompts at right.</p> <p>Students agreed that learning and performance expectations are usually clear, with some exceptions. Science is one area mentioned in which students felt they did not always know which material would be assessed for the broad units. For written assignments, examples of exemplary work and rubrics are commonly used in English and Social Science classes, and the students value how these sample assignments provide guidance.</p> <p>Students agreed that the learning outcome of becoming broadly literate is being met through their classes.</p>	 <p><i>Student focus group</i></p>

The students praised some specific classes for teaching employability skills, such as the United Anglers program, journalism, leadership, Success 101, and Public Speaking. Students agreed that there should be even more classes offered that provide real-world experiences.

Students felt that their experience at Casa helps them form a personal vision. Students mentioned particular courses, such as Human Interaction and HOSA, that encourage them to develop a vision for their future.

Seven of the nineteen students felt that their classes encourage them to be civically engaged. The others felt that this occurs in freshman year with Human Interaction, and then not as much until senior year and the Senior Project. Electives such as United Anglers and HOSA were mentioned as providing opportunities for civic engagement. It was agreed that more non-elective classes should incorporate such opportunities.

We heard many insightful comments such as, “high school Success 101 and Human Interaction are offered the wrong (freshman) year. They should be offered later in high school when students would learn more from them.”

Staff members present agreed that a dialogue with students should be done more frequently, as the experience was so valuable.

#### Student Discussion Prompts:

1. To what extent are your classroom experiences and assignments relevant to the course content?
2. Do class sessions and assignments prepare you for the tests in the class? Is there usually a match between the material you study and the material on the tests?
3. Do your teachers communicate what kind of work or performance is needed for a good grade? Are you provided with samples of excellent work and/or rubrics?
4. If you need help on an assignment and you ask your teacher to explain, does the teacher usually help you?
5. Are your classes overall making you highly literate, that is, able to communicate in a variety of ways on a variety of topics?
6. Are you learning skills that will make you employable? Examples are communicating with adults, working in groups, promptness, responsibility, meeting deadlines, solving problems, time management, etc.
7. Do your teachers encourage you to be civically engaged? Are you informed of opportunities to do community service?
8. Has your school experience helped you form a personal vision? Do you have some goals for what you want to do after high school and do you know what it takes to achieve those goals?
9. Is there anything else you'd like to share with us about your experience here?



### D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school’s program to continually improve and to allocate resources to effectively meet student needs

#### Schoolwide Assessment and Monitoring Process

##### Curriculum-Embedded Assessments

Findings	Supporting Evidence
<p>Casa grande provides a teacher with a release period to collect, analyze, and distribute student data. Administration compiles and discusses data at staff meetings. While the English and Math departments discuss results and trends to inform instruction, it is as yet unclear how this impacts the CAASPP results as data on individual curricular topics is not provided. The AP teachers routinely analyze results to adjust curriculum.</p> <p>Assessment data from state mandated tests and EAP is presented to the leadership team consisting of department chairs, Small Learning Community facilitators, counselors, and administration. In these meetings, decisions are made to drive instruction and determine interventions for ELD and struggling students.</p> <p>Some teachers are being trained in the Illuminate data tool (new to the district) to analyze standardized test results. This is in its infancy as the CAASPP is so new.</p> <p>AP Spanish Native Speakers III (mostly EL students) course uses results to inform instruction.</p>	<p>AP Spanish Native Speakers III have had great success passing the AP exam for the last three years.</p> <p>AP Coding class created for students interested.</p> <p><a href="#">Leadership Team Meeting Notes</a></p>


#### Schoolwide Modifications Based on Assessment Results

Findings	Supporting Evidence
<p>This year’s junior class will be the first group of students that has gone through the Common Core-based curriculum to be tested in Math and Language Arts on the CAASPP. The adoption of the Common Core standards has driven a restructuring of the Math and English curriculum, in particular. Much staff development time over the last few years has been focused on Common Core and instructional techniques and resources, including technology.</p> <p>Many of the Professional Learning Network and Small Learning Community groups focus on Common Core skills and concept development, with the goal of strengthening areas of weakness as indicated by past CAASPP results. These groups meet during shortened Wednesdays, with dedicated time for meetings.</p> <p>Evaluating the number of D and F grades in Houses and Clusters has led to concerted efforts to develop interventions for those students on a case-by case basis, such as the creation of the Academic Review Team (ART) structure for freshman students with two or more failing grades. These students and their parents are</p>	



<p>invited to Casa after the each grading period to discuss grades and progress in classes. These meetings are held to assist students to overcome challenges that prevent them from achieving success in high school. The meetings are individualized to help with the unique challenges of each student.</p>	
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Findings	Supporting Evidence
<p>Graduation requirements are discussed annually in classrooms.</p> <p>Common homework and grading policies are discussed and employed by some departments. Standardized final marks are suggested by the Aeries online gradebook.</p> <p>Parents are notified if a senior is at risk of not graduating. Senior projects require community service and an oral presentation. The projects embody the schoolwide learning outcomes.</p> <p>Integrated into each Small Learning Community are discussions of integrated course work to provide coherent and relevant curriculum. SLCs and departments review courses to ensure that they provide challenging curriculum along the lines of the SLC pathway.</p> <p>Discussions are held when class offerings change and the effect on the needs of meeting student graduation requirements. Teachers may propose new courses each fall at the Leadership meeting. Discussion includes a look at the departments’ elective offerings, whether the class is UC “a-g” approved, and how it may affect other electives.</p> <p>AP course offerings have expanded and there is a constant introduction of new courses to meet students demand such as robotics, computer programming and video production.</p>	<p><a href="#">Senior project handbook</a>  <a href="#">Senior project example</a></p>

Findings	Supporting Evidence
<p>The new two-student tables are not conducive to test integrity without modification. Some classrooms have purchased dividers to use with the tables. Many teachers collect student cell phones before testing. Often, multiple versions of tests are created, and tests are sometimes re-collected after being turned back to students to preserve their integrity. Tests are stored in locked spaces. Standardized tests such as the CAASPP and AP exams are strictly proctored according to test guidelines.</p>	

## **ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs**

### **Summary (including comments about the critical learner needs)**

Common assessments are more widespread, but not yet universal across departments.

All major stakeholders have access to assessment data and spend time analyzing it to improve learning. This is accomplished through topical analysis, which then informs future instruction. Schoolwide technology is in place and widely used to improve instruction, assessment and communication with stakeholders.

Tutorial has been moved to the end of the day and is now called Office Hours. This opportunity for academic remediation is not attended by all the students that need the intervention.

The dissemination and analysis of data on the number of students meeting a-g requirements is a work in progress. The faculty has one teacher with a release period dedicated to data analysis, who works with administration to present data at staff meetings.

AP scores indicate that those students are increasingly successful, providing evidence of teachers using assessment feedback to tailor instruction. CAASPP scores, while above the county and state averages, indicate that many students are still not proficient, especially in the subgroups of English Language Learners and students with disabilities.

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

- Dissemination of assessment information to parents, students and staff
- Use of assessment data to guide instruction in many areas, such as AP courses
- Standards of accountability in subjects that use common assessments across sections
- Administration supportive of teachers and teacher development
- Collaboration within departments and SLCs for lesson and assessment development

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

- CAASPP achievement gap for English Language Learners and students with disabilities
- Mandatory interventions for students identified as needing remediation are not yet as effective as we would like to see
- Common assessments or other standardization of student performance, and the use of results to inform future instruction, are not yet universal
- Continue to explore and expand instruments for formative and cumulative assessments to prepare students for the state assessments

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

### E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

#### Regular Parent Involvement

Findings	Supporting Evidence
<p>Casa Grande faculty and staff work diligently to keep in constant communication and build meaningful connections within the community.</p> <p>In order to keep parents and students informed, Casa Grande maintains and consistently updates a user-friendly website with an option to translate the content into virtually any language of one’s choosing. Casa Grande moved to a new webpage platform in 2017 to ensure that clear and concise information is provided to the community. This new and improved website provides links, videos, and easier user navigation.</p> <p>Casa’s website links to staff emails and teacher websites. While not all teachers have their own website, the majority of the staff uses Google Classroom, which has a parent invitation feature.</p> <p>Casa Grande publishes the <i>Casa Grande Times</i>, a monthly parent newsletter that is located on Casa’s website and is emailed to parents in both English and Spanish. The purpose of the newsletter is to inform parents and community members of important news and updates related to our school community and to give an uniform message to community stakeholders in support of Casa students, teachers and staff.</p> <p>Teachers, counselors and administrators organize and participate in several events structured to inform parents on necessary and helpful information. Topics addressed include post-secondary preparation, course offerings, and extracurricular activities. Promotion of these events occurs on the school website, via emails, and can be found in the Daily Announcements. Informational events occur throughout the year and include: Band Booster meetings, PTSA meetings, Booster meetings and Athletic Booster meetings, Back to School Night, Open House, College Application Workshops, Financial Aid presentation, FAFSA workshops, Ninth Grade Preview Night, and English Learner Advisory Committee (ELAC) meetings.</p> <p>On the first Wednesday of every other month, Casa Grande hosts an English Learner Advisory Committee (ELAC) meeting. These meetings are held with the intent to discuss with parents the improvements of the program, challenges students face and how to help them overcome and excel, preparing for college and post-secondary life, and other pertinent topics related to raising a healthy and successful adolescent. This meeting is held in Spanish.</p>	<p><a href="#">Casa Grande Website Homepage</a></p> <p><a href="#">Casa Grande Website Parents Tab</a></p> <ul style="list-style-type: none"> <li>● Aeries Parent Portal</li> <li>● Boosters</li> <li>● Eastside Friends of Music</li> <li>● English Learners Advisory Committee (ELAC)</li> <li>● PTSA</li> <li>● Senior Project</li> <li>● School Site Council</li> <li>● United Anglers of Casa Grande</li> </ul> <p><a href="#">The Casa Grande Times</a></p> <p><a href="#">Daily Announcements</a></p> <p><a href="#">Financial Aid Overview</a></p> <p><a href="#">Ninth Grade Preview Night Flyer</a></p> <p><a href="#">9th Grade Preview Night</a></p> <p><a href="#">Junior Overview</a></p> <p><a href="#">Senior Overview Night Presentation</a></p> <p><a href="#">ELAC</a></p>

Parents have been invited to attend a meeting with community presenters regarding immigration and DACA issues. Parents and students have been given DACA and immigration resources in Spanish and English.

For the past seven years, Casa has offered parents a Parent Information Series on adolescent development with an emphasis on a timely topic. For the 2017-18 school year, the topic is Teen Anxiety, and in 2016-17 the topic was Social Media.

To identify struggling ninth-grade students as soon as possible, Casa has implemented the Academic Review Team (ART). The ART team's focus is ninth-grade students who have two or more Fs in the first marking period. This fall, thirty-six families were invited to a meeting with administrators and counselors to discuss the importance of academic success and steps to help students achieve this success. There was 100% parent attendance at this initial meeting. Bilingual aides were present to translate the presentation and the individual meetings.

Parents are kept up-to-date on their child's attendance. Attendance records can be found on Aeries, the school's online grade reporting system. Parents are notified by a phone dialer in both English and Spanish if their child misses class.

Casa Grande, as well as all schools within Petaluma City Schools, follows the proscribed truancy process closely. Parents are sent letters for escalating levels of truancy:

- Letter #1 - Nine period cuts, a warning, student declared "truant"
  - Letter #2 - Twelve period cuts, required parent and student attendance at a Student Attendance Review Team (SART)
  - Letter #3 - Fifteen period cuts, required parent and student attendance at a Student Attendance Review Board (SARB)
- Letters in Spanish are sent to families whose home language is Spanish.

When students are deemed truant and qualify for Letter #2, parents are invited to attend an on-site Student Attendance Review Team (SART) meeting. SART meetings are held monthly in the fall and twice a month in the spring, and are held during the school day. The purpose of the SART meeting is to educate parents and students about the academic and legal ramifications of truancy. All parents and students who attend a SART meet with an administrator or counselor to find solutions for the challenges affecting attendance. Bilingual aides are present during these sessions to translate. SART meetings are divided into two types to increase efficiency: attendance issues only, or attendance and credit deficiency.

PCS and Casa Grande monitor attendance closely to ensure that school attendance remains high for all students. The connection between absenteeism and academic failure is dramatic. This past year, there has been an uptick in unexcused absences or "cuts." Administrators and clerical staff met recently to stem the increase in cuts, and have added an intervention to augment the truancy letter process. Counselors and administrators receive a "Chronic Absentee" list weekly and make personal calls to the families to find out the reason for the truancy in order to then take steps to support the student's attendance at school.

[2017-18 Teen Anxiety](#)  
[2016-17 Social Media](#)

[ART Parent Invitation Letter](#)

[Aeries Screen Image](#)

[Truancy Letters #1, #2, #3 in English and Spanish](#)

[SART Presentation](#)

[SART Presentation Credit Deficiency](#)


[SART Contract](#)

[PCS Truancy Data 2006 - 2017](#)  
[Casa Truancy Letter Totals First 3 months of year 2016/17 and 2017/18](#)

[Casa Truancy Letter Totals 2015/16 and 2016/17](#)

[Chronic Absentees 1/16/18](#)

## Use of Community Resources

Findings	Supporting Evidence
<p>Involving members in the community in order to extend student learning is valued at Casa Grande. Many subject areas invite guest speakers into the classroom on a regular basis. The guest speakers provide real-world connections and experience to topics studied in class, allowing students to build deeper connections to the content presented.</p> <p>The Human Interaction class, a semester-long course required for ninth-grade students, invites members from the community to share their expertise on a wide range of topics, from teaching CPR to discussions revolving around important teen and life issues such as mental health, substance abuse, and eating disorders, among many other important topics.</p> <p>Seniors in the American Government classes are required to find members of the community that have experience within government to come speak to their classes.</p> <p>Additionally, guest speakers are invited in the following areas: core classes in the English and Science departments, Success 101, Spanish in the Workplace, the United Anglers program, Culinary Arts, and Entrepreneurship and Journalism.</p> <p>Casa Grande works closely with Sonoma State University’s Department of Education and School of Counseling to provide on-site training and professional training for student teachers, pre-service counselors, and MFT interns in exchange for their teaching and counseling services.</p> <p>Casa Counselors work closely with students, guiding them to co-enroll in appropriate courses at Santa Rosa Junior College (SRJC) in order to extend their learning opportunities and experiences.</p> <p>Casa Counselors also recruit candidates for extracurricular college preparatory programs such as 10,000 Degrees, a privately-funded program that assists students of low socioeconomic status and first-generation college-bound students to plan and enroll in college.</p> <p>Casa Grande provides students the opportunity to join the JumpStart program, a partnership with SRJC to help seniors prepare for entry to the JC during their senior year. Working with SRJC staff, Casa counselors help students complete the necessary steps to successfully enroll at SRJC for the Summer or Fall terms after graduation.</p> <p>Casa Grande was selected as one of the pilot schools for the Northern California Career Pathway Alliance Grant. This alliance was awarded a Career Pathway Trust Grant from the California Department of Education that allows the Alliance to provide additional support to schools in the form of work-based learning and create a system that aligns the K-12, Community College and Workforce Investment Boards. The goal is to get more students into the pipeline of high-need, high-wage, high-skills jobs in the North Bay region.</p>	 <p>Liked by han_ban20 and 80 others gauchogazette Guest speaker in Ms. Moquette's human interaction class discusses safe sex and its impact on high school students</p> <p><a href="#">Human Interaction Guest Speakers</a></p> <p><a href="#">Government Guest Speakers</a></p> <p><a href="#">Example of the many guest speakers that come to campus</a></p> <p><a href="#">College Workshops and 10,000 Degrees</a></p> <p><a href="#">10,000 Degrees</a></p> <p><a href="#">JumpStart Featured in Big House Happenings</a></p>



Casa Grande has a partnership with Sunny Hills Services to facilitate the Proactive Group. Students are referred by their School Counselor. Proactive Group is for students who are quick to anger or who need coaching to learn better coping strategies. The group meets for ten weeks, with three groups per school year.

[Proactive Group Description](#)

Students have access to the Petaluma Health Clinic located on campus. The center is open three days a week.

[Petaluma Health Center](#)

The College & Career Center provides information on college- and career-readiness, post-secondary education, part-time jobs, scholarships, job shadow opportunities, vocational trade information, and other local college and career information. The Career Center hosts representative from colleges, the military, and many professional fields to present current opportunities to students. The Career Center is staffed by a College and Career Outreach Specialist for .8 FTE.

[College & Career Center](#)

Casa Grande teachers employ field trips and off-campus opportunities to allow students to experience learning at various destinations. Such examples include, but are not limited to, trips to: Sonoma State, Santa Rosa Junior College, Petaluma Historical Museum, La Tercera Elementary School, San Francisco Precita Eyes Mural Walk, The Exploratorium, and the Sacramento State Capital.

[Examples of many of the Field trips hosted by Casa Grande teachers](#)

Seniors in American Government are required to go see local government in action. They attend a court trial or city council meeting and then report on their experience, connecting it to their class curriculum.

[Government Field Experience and Report](#)

Casa Grande ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and learner outcomes by making these statements available in different forms. Our graphic design students are developing a visual representation of our graduate outcomes and printed materials for our classrooms, website and other materials. Next semester, we will delve deeper into articulating the specific competencies and characteristics of our newly-adopted graduate outcomes. Additionally, these statements are embedded in all of our curriculum and instructional practices. At every parent information night (Back to School Night, Open House, Ninth Grade Parent Preview Night, Senior Overview Night), parents are informed of educational opportunities provided to support the above statements.



[Example of a Campus Beautification Day](#)

Casa holds several Campus Beautification Days throughout the year, in which students and staff work together on campus landscaping projects. This creates an environment to develop actively-engaged citizens. Students may participate in Campus Beautification days by planting trees, shrubs, flowers, and bulbs; spreading wood chips; and pruning or weeding. This initiative has greatly improved the appearance of Casa Grande's physical grounds.

[Dates of Campus Beautification](#)

In October 2017, students were faced with the challenge of working with the community in the face of tragedy. While wildfires raced through Sonoma and Napa counties, many students and staff were forced to evacuate their homes. Schools were closed, and Casa Grande became an emergency evacuation center.

[Casa Grande Evacuation Center](#)

[Article from the Press Democrat about Casa athletes helping fire victims](#)


<p>Students flocked to school when they didn't have to be there, to work alongside staff and members from the community to provide food, shelter and emotional support to the victims of the wildfire.</p> <p>Casa Grande solicits community volunteers annually to serve as Senior Project judges. Every senior is required to present their Senior Project to a panel of community judges. Many community members serve as judges year after year, most of whom do not have teens attending Casa Grande.</p>	<p><a href="#">Senior Project</a> <a href="#">Senior Project Judge Feedback 2017</a></p>
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## E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

### Safe, Clean, and Orderly Environment

Findings	Supporting Evidence
<p>Providing an environment that is welcoming, comfortable and safe is one of Casa Grande staff's highest priorities.</p> <p>The campus staff includes five campus supervisors, who are highly visible on campus before, during and after school, as well as during sporting events and other extracurricular events. The campus supervisors are well-trained and experienced in drug and alcohol related concerns, gang awareness, and other student safety issues that they may encounter on campus. The campus supervisors work diligently to build trusting relationships with students; their presence creates a sense of safety and comfort for students and staff alike.</p> <p>In order to streamline safety issues as they arise, Casa Grande employs strict procedures in handling each emergency situation. All emergencies are reported to the front office staff. Staff members dial 1010 to contact the office, and then the principal's secretary will call 911 if deemed necessary. Every teacher has a bright red sheet posted in their classroom that clearly explains these procedures.</p> <p>Annually, staff and students participate in an organized fire drill. Additionally, Casa Grande has instituted a school-wide disaster preparedness plan. Teachers are assigned specific roles and responsibilities in case of an emergency. However, this plan needs to be updated with several new additions to the staff. Each teacher has a red emergency bag in his/her classroom filled with supplies to assist in an emergency. Within this bag are red and green flags that represent whether or not all students are present when classes evacuate during an emergency. Green indicates all students are present, and red represents someone is missing.</p> <p>Unfortunately, during the last two years there have been issues with the fire alarm going off unnecessarily, often due to students pulling the alarm. While this has given us practice to evolve our procedures, especially for handling alarms when students are at lunch and break, it has also added undo confusion, stress and disruption for students and staff. Casa administrators have begun to tackle the issue in order to resolve the problem. Security cameras have been installed around campus, and a new procedure was implemented during Fall final exams that requires student phones to be collected and students to sign out if they leave the room during a final.</p> <p>Teachers across the campus work to teach digital literacy to students in order to help them develop an understanding of the proper use of technology and how to differentiate between strong and weak news sources. For example, our Teacher-Librarian, Nathan Libecap, presents a digital literacy lesson to all ninth-grade Human Interaction students.</p>	 <p style="text-align: center;"><i>Campus Supervisors</i></p> <p><a href="#">Procedure for Student Health Emergency</a></p> <p>A Red Emergency Bag can be easily located in any classroom.</p> <p><a href="#">Student Sign Out Sheet used by teachers during the Fall 2017 Semester Finals</a></p> <p><a href="#">Emergency Procedures</a></p> <p><a href="#">Agenda of Leadership meeting discussing Digital Citizenship</a></p> <p><a href="#">Big House Library Digital Citizenship</a></p>

In order to address mental health issues, threat assessments, or suicide risk, the campus has both academic counselors and therapists available. Any teacher, administrator, counselor or staff person may refer a student to receive services from an on-site therapist through the academic counselor. Casa’s supporting and caring professional culture leads to consistent communication and collaboration among teachers, counselors, and administration to address issues with students.

Casa’s Leadership class has held assemblies with guest speakers addressing social issues such as bullying, substance abuse, positive attitude, and unity.

Casa Grande High School programs, services, clubs, policies for attendance, athletics, discipline, course selections, discipline code, student behavior, and rules and expectations are available online in the Casa Grande High School Handbook. The Handbook is updated annually to ensure that the policies are current and accurate.

Casa implemented an “on time policy” in 2010 that is still in place and effective in reducing tardiness among students. Students who enter class after the final bell are issued an after-school detention. The policy is explained in the Casa Handbook.

When students are involved with a conflict or caught using drugs or alcohol, they must attend an on-campus Site Discipline meeting with the Assistant Superintendent of Student Services, a site administrator, counselor, and the student’s parents or guardians. The purpose of this meeting is interventive and to give the students and parents the option to sign a Substance Reduction or Behavior Contract in order to help prevent further issues. Substance Use infractions also require attendance at a Substance Use Info meeting at the District Office.

The Assistant Superintendent of Student Services tracks suspensions and expulsions for all schools in the district. Over the past five years, Casa’s number of expulsion has remained fairly constant: between seven and twelve expulsions per year. Our suspension rate, however, increased for the first time in four years last year, from sixty to eighty-eight suspensions per year.

District policies regarding the use of school-issued iPads are shared with parents in the iPad Handbook. This handbook is available online on both the Petaluma City Schools website and the Casa Grande website.

The Human Interaction class for freshmen provides a safe place for information regarding serious teens issues such as suicide, drug and alcohol use, sexuality, contraception, refusal skills, bullying, and risky behavior that arise in the adolescent years. The curriculum is developmentally appropriate and is designed to prevent students from engaging in dangerous behaviors. In addition, many speakers from local community agencies present to students. Students are required to complete ten hours of community service as part of Human Interaction course, as noted in section E2.2.

[Counseling Office Staff](#)

[Students doing yoga in class to help stress](#)



*School assembly*

[Casa Grande High School Handbook](#)

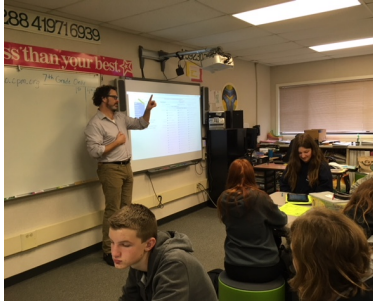
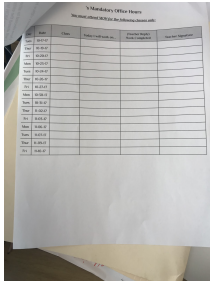
[Parent Invitation to Substance Use Info Session after Site Discipline Meeting](#)

[Casa Suspension and Expulsion Data](#)

[Petaluma City Schools iPad Handbook](#)

[Human Interaction Framework](#)

## High Expectations/Concern for Students

Findings	Supporting Evidence
<p>Casa staff members hold high expectations for students while still maintaining an environment that emphasizes care and concern for students' overall wellbeing.</p> <p>Casa teachers, administrators and counselors have an open-door policy in which students are welcome to get any assistance they need, such as adult advice or academic support. Students may submit "counselor request" forms at any time during the day, and counselors call them in as soon as they are able. In any given day, one counselor may meet with anywhere from five to twenty students individually.</p> <p>Casa Grande's counseling program follows the American School Counselor Association (ASCA) National Standards for School Counseling Programs Model. To this end, Casa Grande counselors provide informational presentations to all grade levels each year so that all students receive the same information.</p> <p>The final class of the day ends at 2:25. From 2:30-3:00, Casa holds Office Hours. This affords students the opportunity to get additional academic support in classes or meet with other staff members. Due to this shift (as described in detail in Chapter 1) in schedule, Casa Grande has witnessed a reduction of truancy and discipline issues. Office Hours is intended to be a quiet time on campus in which no announcements are made, if possible. Athletic practice and games cannot begin during Office Hours to ensure that the time remains as part of the school day. Students are encouraged to use this time to complete academic tasks and get additional needed assistance from their teachers.</p> <p>Any teacher, counselor, or administrator may provide students with a Mandatory Office Hours Contract to encourage attendance at Office Hours. Many parents require their teens to attend Office Hours if the student's grades have dropped. While the word "mandatory" is used, in reality Office Hours is voluntary, faculty do not track which students attend (or don't attend) Office Hours.</p> <p>Counselors present a Freshman Overview to all ninth-graders in Physical Science classes. The purpose of this presentation is to inform Freshmen of high school graduation and college eligibility requirements and the importance of passing classes to earn credit to meet graduation requirements.</p> <p>Ninth graders all have the opportunity to enroll in Success 101, a semester-long elective course that focuses on personal strengths, aptitudes, goal setting, and high school success. Students start investigating future opportunities and make a ten-year plan for their lives. Casa Grande staff are planning to offer a Success 102 class in the 2019/2020 school year to help address the post-secondary needs of juniors and seniors. Success 102 will be a developmentally appropriate extension of Success 101, as juniors and seniors are better able to envision their future and make realistic goals for post-secondary education or training.</p> <p>The Human Interaction curriculum provides a safe place for information regarding serious teen issues such as suicide, drug and alcohol use, sexuality, contraception,</p>	<p><a href="#">Casa Webpage Counseling Tab</a></p> <p><a href="#">Schedule of Counselor visits regarding course scheduling</a></p>  <p><a href="#">Casa Bell Schedule</a></p>  <p><a href="#">Mandatory Office Hours Contract</a></p> <p><a href="#">Freshman Overview</a></p> <p><a href="#">Success 101 Syllabus</a></p> <p><a href="#">Human Interaction Framework</a></p>

refusal skills, bullying, and risky behavior that arise in the adolescent years. The curriculum is developmentally appropriate and is designed to prevent students from engaging in dangerous behaviors. In addition, many speakers from local community agencies present to students. Students are required to complete ten hours of community service as part of Human Interaction, as noted in section E2.1.

During the 2016-17 school year, it became apparent that a group of disenfranchised Latino boys roamed campus at break and lunch and engaged in boisterous behavior that included throwing food and minor verbal power struggles with campus supervisors. Administrators realized that it was important to rein in these boys before their behavior devolved. Interestingly, when speaking with these boys individually, they were kind, self-aware boys. Nearly all of them displayed innate leadership skills. They were upfront about their disengagement and disinterest in school.

To remedy this issue, through a Site Council grant, Casa contracted with the North Bay Organizing Project to create a leadership development program, called Community Circles for latino boys. Administrators, the M.E.C.H.A. Club Advisor, and the Community Circle Advisor met to create a program plan and process to select members for Community Circles. The objective of Community Circles is to provide a rite of passage program that encourages social-emotional learning. Community Circles sets guidelines that allow students to speak honestly and listen in a meaningful way. The Community Circles include guided facilitation on topics such as writing your own story, decolonization, respect, and values. These deep conversations are intended to provide guidance and knowledge and hands-on tools to empower young people to transform harm and negativities to more beneficial habits. In Spring 2017, Community Circles was piloted with four boys; this school year we began with ten boys.

Casa Grande staff and students curate clubs based on student or staff interest. Casa has over thirty clubs each year. Many clubs provide a safe haven for students to explore their personal interests and or find kindred spirits. Clubs such as M.E.C.H.A., Kindness, Best Buddies, Gender-Sexuality Alliance (GSA), Black Student Union (BSU), Circle of Friends, Eyes Open, or the Red Nose Club promote the values of unity and equality on campus.

[Community Circles Description & Curriculum](#)

[Casa Clubs](#)



## Atmosphere of Trust, Respect, and Professionalism

Findings	Supporting Evidence
<p>Casa Grande staff pride themselves on the schoolwide emphasis on professionalism, respect, and trust.</p> <p>All teachers on campus are fully-credentialed, highly-qualified teachers who continually participate in professional development in order to maintain and evolve their practices. Every year, teachers submit a Professional Development Plan indicating what each teacher will focus on that school year in terms of curriculum and collaboration and where he/she could use support.</p> <p>Teachers may have student Teacher Assistants (TAs) to assist in various tasks, such</p>	<p><a href="#">PCS Teacher Evaluation and Professional Development Plans</a></p> <p><a href="#">Modified Day Contract for Students</a></p>



as setting up labs, assisting students in class, retrieving mail, delivering passes, simple clerical tasks, and organizing equipment. Students who would like to be a TA must complete a Request for Modified Day contract which includes signatures from parents as well as the teacher. This allows for a professional and trusting relationship to develop between teacher and TA.

Casa administrators collectively have had experience teaching and counseling at Casa Grande or other schools of similar size and demographics. This has contributed to a strong, close and trusting working relationship between administrators and staff.

Principal Eric Backman sends out a weekly newsletter, the *Big House Happenings*, to all staff in order to keep everyone up-to-date on school events and information and to maintain strong collaborative relationships.

Every Friday, Casa students present the Gaucho Weekly Roundup, a televised news briefing informing staff and students about current campus news as well as presenting a platform for student voices and opinions.

As mentioned in section A1.1, the Petaluma City Schools' LCAP addresses four major focus areas: college- and career-readiness, academic supports and rigor, parent/guardian participation, and student support and engagement. Parents and community stakeholders are invited to join monthly meetings at the District Office discussing this plan and its details and implications. To see a detailed view of the LCAP's role at Casa, please see section A1.1 of this report.

Prior to the 2016-17 school year, Casa had two leadership bodies: Principal's Advisory Committee and Small Learning Community Facilitators. Through a Shared Decision Making process, Casa staff and administration decided to combine the two groups into one, and thus the Leadership Team was created. This team of teacher-leaders from all departments and Small Learning Communities has evolved into an efficient, contemplative, and deliberate decision-making body.

Most recently, through Leadership Team and the Shared Decision Making process, two significant motions were proposed and passed: a complete update to Casa's Mission and Vision statements, and a restructuring of the Senior Project community judging event. Over a nine-month period, the Leadership Team collaboratively developed and then proposed to staff the Mission and Vision statements. The Senior Project Professional Learning Network group proposed to the Leadership Team and then to staff a restructuring of the Senior Project community judging event, combining it with the traditional Spring Open House after a positive 90% staff vote.

Every shortened Wednesday is devoted to staff collaboration: Clusters, Houses, Professional Learning Networks, or departmental meetings. This provides staff the opportunity to participate in or create professional, collaborative relationships planning curriculum and best practices, sharing technical knowledge, and/or aligning curriculum vertically or horizontally.



[Big House Happenings](#)

[Gaucho Weekly Roundup](#)

[PCS LCAP 2017/18](#)

[LCAP Meeting Dates](#)

[Leadership Team Agenda 1/2018](#)

[Leadership Team Minutes 1/2018](#)

[Mission Vote Results](#)

[Vision Vote Results](#)

[Senior Project Proposal Results in Big House Happenings](#)

[Shortened Wednesday Schedule](#)

### E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

#### Adequate Personalized Support

Findings	Supporting Evidence
<p>Ensuring students have access to support for any of their needs is of extreme importance to the Casa Grande Community.</p> <p>As mentioned in section E1.2, Casa students can visit the health clinic on campus to get any physical health needs addressed. Casa Grande has a School Nurse on site two days a week. She manages all the medical 504s, completes hearing and vision screenings, and meets with students and parents as needed. Many students each year have ongoing or temporary serious medical conditions, such as concussions, and the School Nurse is a valuable resource in conveying medical information to teachers.</p> <p>Casa Grande has 2.5 FTE of School Psychologists. The School Psychologists provide cognitive testing for all students with IEPs and psychological counseling for students whose IEPs require it. The School Psychologist and the Speech Therapist together provide four levels of social thinking groups for students who need help with social skills and behaviors.</p> <p>Each student is assigned an academic school counselor. Counselors meet with students to discuss course choices, academic progress, and post-secondary options among other social/emotional issues. The student-to-counselor ratio is 330:1.</p> <p>As introduced in section E2.1, Petaluma City Schools has partnered with several agencies and grants to provide every school with mental health services. Casa Grande has the equivalent of 4.0 FTE MFT therapists/interns. Students are referred to the therapists by the school counselor. The therapists meet with students regularly; frequency depends on the severity of the student’s need. In addition, if a critical need arises, such as a threat or suicide assessment, school counselors consult with the therapists. The therapists also meet with students for drug/alcohol use if a student violates drug/alcohol rules.</p> <p>Every counselor is also an integral part of a ninth- and tenth-grade House, as well as an upper class cluster. Counselors provide a social/emotional perspective to discussion about students.</p> <p>Counselors provide a varied array of developmental presentations to all grade levels, as mentioned in section E2. In addition, counselors provide information and presentations to parents through an array of events throughout the school year.</p> <p>Casa has a robust variety of student clubs to satisfy a wide variety of student interests, as described in section E2.2. Some of these clubs, such as Key Club, Interact, or M.E.C.H.A., work with outside partners in order to build strong connections between the community and the student body.</p>	<p><a href="#">Petaluma Health Center</a></p> <p><a href="#">Casa Grande Counseling Department</a> <a href="#">Casa Grande Counselors</a></p> <p><a href="#">Therapist Schedule for Casa Grande</a></p> <p><a href="#">Counselor Responsibilities</a></p> <p><a href="#">Gaucho Clubs</a></p>

<p>The beginning-level ELD classes and some core classes with students who are learning English skills have bilingual instructional aides.</p> <p>Casa’s library (a.k.a. Big House Library) provides a central location for students to engage in academic activities. The school Teacher-Librarian is a credentialed teacher who assists students when needed and continually presents relevant information to classes when teachers request. The library has been designed as a safe, welcoming and comfortable environment for students. While there is no longer a need for computers in the library due to the 1:1 iPad initiative, students have access to Chromebooks and Macs, along with instructional tech support and resources. The former Library Computer Lab classroom has been converted into a flexible learning space with moveable tables, chairs, and whiteboards. Teachers may reserve this space in order to complete large group assignments.</p>	<p><a href="#">ELD</a></p> <p><a href="#">Big House Library</a></p>
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Findings	Supporting Evidence
<p>While Casa Grande does not offer part- or full-time online instruction, it is a 1:1 school. Every student has been provided an iPad and has access to district-supported wifi if they do not have internet capabilities at home.</p>	<p><a href="#">PCS iPad Program</a></p>

### Support and Intervention Strategies Used for Student Growth/Development

Findings	Supporting Evidence
<p>Casa Grande understands that not all student needs are met by the traditional comprehensive educational model within the confines of the normal 8:20 am to 3:00 pm school day.</p> <p>School staff (primarily counselors, but also teachers and administrators) actively seek out students needing alternative educational options. Counselors walk students through these options step-by-step to help them obtain diplomas when the traditional approach is insufficient or unworkable. Students at risk of not graduating have the opportunity to take summer school. If a senior is in danger of not graduating, there is a limited opportunity to complete a course through Petaluma Adult School.</p> <p>Zero period classes are options for those who need or want to take an additional (seventh) course outside the normal school day. Zero period meets every day from 7:20-8:10am.</p> <p>Counselors educate and assist students interested in concurrently enrolling in independent school online courses or junior college classes in order to make-up credits or to advance in their studies.</p> <p>In cases where CGHS is not meeting the student’s needs, counselors and administrators work closely with students and families to explore alternative education sites within the district and make referrals as needed. The application to transfer to a PCS alternative site is completed by the counselor for a monthly Transition Team meeting attended by alternative school administrators and the Assistant Superintendent of Student Services. The decision to allow a transfer to an alternative school is based on student need and the appropriateness of placement.</p>	<p><a href="#">Petaluma City School</a> <a href="#">Alternative Schools</a></p> <p><a href="#">Petaluma Adult School</a></p> <p><a href="#">Number of Casa students enrolled in courses at SRJC</a></p> <p><a href="#">Transition Team Application</a></p>



<p>Casa Grande aims to include personalized instruction in all subject areas. Juniors and Seniors enroll in one of four Small Learning Community clusters: Health Careers Pathway, iHouse, Innovation, and Social Justice Academy. Each thematic cluster includes core classes in History and English as well as specific electives. The core subject teachers within each cluster collaborate to build meaningful cross-curricular educational opportunities for students. Electives associated with each cluster build on the thematic content of the SLC and allow students to work with their peers in core English and History classes.</p> <p>All seniors are required to complete a Senior Project. Students choose their Senior Project and are encouraged to select a community service project that furthers their post-high school goals and that aligns with their cluster, if possible. In the fall of senior year, cluster teachers conduct Senior Project panels to provide students with guidance and support at the beginning phase of their Senior Projects to help them develop their ideas and conduct challenging, yet achievable, projects.</p> <p>Instructional accommodations are made on an individual basis to find ways to help students with specific academic needs via Home/Hospital instruction; Resource Specialist Program; 504 Plans; individualized medical needs, such as for concussion; and in meetings with teachers, parents, and students.</p> <p>Study Skills classes, specifically designated to meet the needs of students with disabilities, have at least one teacher and one Instructional Assistant present to allow for increased one-on-one and small group help. Study Skills classes have a maximum limit of sixteen students per class. One-on-one aids are provided for students who require the service, as specified in their IEPs.</p> <p>Specific sections of Math 1 and Math 2 are structured as a “collaborative model” which means that these courses have two teachers present: a math teacher and a special education teacher to provide extra instructional support for students with IEPs.</p>	<p><a href="#">Example of Cross-Curricular Assignments done within Clusters</a></p> <p><a href="#">Example of Cross-Curricular Assignment: The Crucible and McCarthy Era, English and History Project</a></p> <p><a href="#">Senior Projects</a></p> <p><a href="#">Teacher Feedback Form for IEP</a></p> <p><a href="#">Study Skills Syllabus</a></p> <p>Math 1: 4th &amp; 5th periods on B Days</p> <p>Math 2: 2nd period on A Days</p>
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## Support Services and Learning – Interventions and Student Learning

Findings	Supporting Evidence
<p>Student needs are a constant concern for all staff members. Through teacher recommendations and parent requests, students can be assessed for Special Education services (IEP) or 504 accommodations. The need for Special Education services is determined through academic and cognitive assessment conducted by the Special Education teachers and School Psychologist.</p> <p>Casa’s Special Education Department offers specific courses to meet the cognitive needs of students in English and mathematics. Case managers not only have twenty-eight students each on their caseloads, but also teach or co-teach courses specifically for students with IEPs in English and mathematics.</p> <p>Instructional Aides take notes for many core classes so that students with IEPs have access to “teacher’s notes” if specified in their IEPs.</p>	<p><a href="#">Special Education Courses</a></p>

<p>Casa’s Speech and Language Therapist hosts four levels of Social Thinking Skills groups. Students are placed in the appropriate level based on their ability to navigate and function in social situations. Case managers, the School Psychologist, and the Speech Therapist determine which students should be in the Social Thinking Skills groups prior to the beginning of the school year so their schedules can be built around the Social Thinking Skills schedule.</p> <p>Casa has conducted annual CELDT testing in the past; however, Spring 2018 will be the first year using the English Learner Proficiency Assessments for California (ELPAC) to assess English Learner levels. As a result, the CELDT will no longer be used. Every qualified student is tested in a timely manner to ensure that students are placed in appropriate classes to receive the resources and assistance needed to acquire the necessary English language skills.</p> <p>Every month, teachers in Small Learning Communities (Clusters and Houses) meet to discuss students of concern and how their needs can be met in order to help them succeed. Intervention steps are discussed and applied to the best of each group’s ability. House and Cluster teachers also identify two Students of the Month who have shown improvement or academic excellence. These students are awarded a certificate and their names are read during the morning announcements.</p> <p>To identify struggling ninth-grade students as soon as possible, Casa has implemented the Academic Review Team (ART). The ART team’s focus is ninth-grade students who have two or more Fs in the first marking period. This fall, thirty-six families were invited to a meeting with administrators and counselors to discuss the importance of academic success and steps to help students achieve this success. There was 100% parent attendance at this initial meeting.</p> <p>Students in ART were assigned a case manager (a counselor or administrator) who then met with the students several times throughout the semester. The ART program is designed to foster a positive and caring relationship with the case manager and student. The program culminated with a student-led conference with several of the student’s teachers and case manager. This fall, twelve students “graduated” from the program by earning fewer than two Fs on their semester report card.</p> <p>Students now have the option to opt out of after-school detention and attend several Office Hours instead. Students sign a contract along with their parent/guardian and an administrator. Students are required to obtain teacher signatures to prove they utilized office hours.</p> <p>As previously mentioned in section E1.1, Student Attendance Review Team (SART) meetings are held monthly on site, with school counselors and site administration present. Students and families receive notification regarding excessive absences through the truancy notification process, which includes daily phone calls for absences as well as formal letters.</p> <p>Students who miss many days due to illness receive notification through illness letters sent to parents. Missing class for any reason, even illness, negatively affects students’ academic success. The illness letters are intended to apprise parents of the number of days missed due to illness.</p>	<p><a href="#">ELL Resources</a></p> <p><a href="#">House Meeting Notes</a> <a href="#">House Meeting Notes</a></p> <p><a href="#">Parent Invitation to ART Meeting</a> <a href="#">Fall 2017 ART Master List (last names redacted)</a> <a href="#">Student Led Conference Schedule and Protocol</a></p> <p><a href="#">Truancy Letter #1, #2, #3 In English and Spanish</a> <a href="#">PCS Prevention and Intervention System</a></p> <p><a href="#">Illness Courtesy Letter and Excessive Illness Letter</a></p>
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<p>At monthly House and Cluster meetings, members identify Students of Concern. Teachers corroborate their concerns and delegate who will follow up with the student, counselor, teachers, and/or parents as necessary. Prior to each Cluster meeting, Cluster Facilitators are provided a list with students' GPAs to help Cluster members determine Students of Concern.</p>	<p><a href="#">Example of SJA Cluster meeting notes with Students of Concern</a></p> <p><a href="#">Example of GPA list for Cluster</a></p>
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## Equitable Support to Enable All Students Access to a Rigorous Curriculum

Findings	Supporting Evidence
<p>Casa Grande faculty and staff strive to prepare and present rigorous curriculum that is engaging and pertinent to student's lives.</p> <p>In order to allow more students access to rigorous programs, most Honor and AP classes have open enrollment, removing barriers that had previously discouraged some students from attempting in such programs. The AP and Honors program is varied and extensive for Casa's enrollment size, and draws the attention of many students with different interests and capabilities. Casa offers twenty-two Honors and AP courses ranging from electives to core academic courses.</p> <p>Casa Grande offers a wide variety of electives, with options that range from hands-on, activity-based courses, to academically-rigorous classes that meet the UC/CSU a-g requirements. Casa has increased the number of CTE courses offered, and now offers twelve CTE courses.</p> <p>In order to assist students who struggle academically, Casa offers collaborative core classes to serve students with IEPs. As previously mentioned, both Math 1 and Math 2 have specific sections taught collaboratively with a math teacher and RSP teacher. In addition, there is a two-period option of Math 1 plus Math Workshop to serve ninth-grade students who were in remedial math in eighth grade and who do not have an IEP.</p> <p>Students now have the option to be exempt from tenth-grade PE if they are on a seasonal athletic team, maintain a 3.0 GPA, and pass five out of six on the California Fitness Exam. This allow students to free up room in their schedule to take other relevant courses.</p>	<p><a href="#">Honors &amp; AP Course Info</a> <a href="#">AP Course Offerings</a></p> <p><a href="#">CTE Course Options</a></p> <p><a href="#">Newsletter discussing P.E. Exemption</a> <a href="#">PE Exemption Form</a></p>

## Co-Curricular Activities

Findings	Supporting Evidence
<p>Casa Grande offers a wide variety of courses and programs that allow students to meet the graduation requirements, prepare for college, and ready themselves for the workforce.</p> <p>Through the Senior Project, students connect with an outside agency and perform at least twenty hours of community service. Students, with the aid of their twelfth-grade Social Science teachers, English teachers and the school librarian, create a on online portfolio to document their experience. Students then present their project to a panel of</p>	<p><a href="#">Senior Project Handbook</a></p> <p><a href="#">Senior Project Tab on Webpage</a></p>

community members in the spring. This process is hosted through core academic classes and allows students to develop skills of technical use, make real-world community connections, and prepare for life outside of high school.

Students can enroll in courses that allow them to develop their personal vision of their future by connecting their courses to real-world applications. Such programs include HOSA, Sports Medicine, AP courses, the Anglers Program, ASB Leadership, Graphic Design, 3D Make, Entrepreneurship, Culinary Arts, and Automotive Technology. Many of these courses offer a connection to building employable skills and are driven by students' interests.

Students have the option to take classes like Band and Environmental Conservation, Advanced Sports Medicine, and Journalism, among others that connect directly with the community. In courses like these, students have to go beyond the classroom walls and become civically engaged within the community.

Casa offers a course dedicated to preparation for the Academic Decathlon. The AcDec interdisciplinary class addresses the following topics: public speaking, interviewing skills, art history, music theory, economics, mathematics, essay writing, science, and social science. An emphasis is placed on researching these topics and peer tutoring fellow classmates. Students from this course compete in the regional Academic Decathlon competition. Last year, Casa placed seventh in the state and tenth in the nation.

Casa Grande offers a Journalism program in which students first learn the intricacies of publication and interviewing. Once the introductory course is completed, students can apply for Advanced Journalism, in which they produce the award-winning student newspaper, the *Gaucha Gazette* and the video broadcast *Weekly Round-up*. The Journalism courses require students to attend events related to the school and within the community and hone their photographic, interviewing, and writing skills. Students in Advanced Journalism co-enroll in newspaper production.

The Casa Collective is a Career Technical Education program that offers the purchase of student designed products and services to the Casa Grande High School community, Petaluma, Sonoma County and beyond. It is managed by the Entrepreneurship course. Items include, but are not limited to, screen printed T-shirts, staff lunches, carved wood items, logo design, or routine car maintenance services.

Students have the opportunity to enroll in the Culinary Arts Program, beginning with the introductory course that exposes students to the fields of food services and hospitality. In the advanced Culinary courses, students further expand their skills and knowledge of food production and services and hospitality. Through these programs, students cater events for the school district and community organizations. Additionally, students have the opportunity to participate in culinary competitions around the county.

Students can sign up for the Yearbook elective and help produce the school's annual yearbook. Students are involved in all stages of production and design, as well as selling advertising to local businesses.

In Automotive Technology, students train in engine diagnostics and repair, electrical, brakes, suspension, heating, and cooling. Experience is obtained by working on cars in a

[Student Work in Elective Classes](#)

[Casa Grande Course Description Handbook](#)

[Casa Grande Marching Band Participates in Veterans' Day Parade](#)



[ACDEC](#)

[Casa's Newspaper and Broadcasting](#)



[Casa Collective](#)



modern, well-equipped shop. The program offers automotive repair services to faculty cars on campus, as well.

Another elective course housed in the HCP cluster is Health Occupations Students of America (HOSA). The course is designed to help students become prepared for future careers in the health sciences. The foundation of this class stems from the Health Occupations Students of America Organization that is endorsed by the U.S. Department of Education and is integrated in health science education throughout the country, connecting core academic and career technical education standards. Students attend a state conference and competitions as part of HOSA.

Casa aims to provide an opportunity for students to participate in after-school athletic programs in order to help develop excellence, respect and collegiality on the playing field as well as the classroom.



[HOSA](#)  
[Casa Grande Athletics](#)  
[Gaucho Teams](#)



## ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

### Summary (including comments about the critical learner needs)

Casa Grande strives to promote a diverse, open, safe and healthy culture in which students feel comfortable exploring their interests both academically and beyond the classroom walls. Students are presented with many opportunities to connect with their peers, adults, and staff in various ways. Through clubs, sports and community service opportunities, students can begin developing their personal vision while becoming civically engaged in their local community. Casa staff and students stay well-connected with one another and community stakeholders, constantly building connections.

Students have the constant opportunity to connect with the community through collaborative projects, outside presentations, and volunteer assignments. Providing a culture in which students work with people from outside the school walls allows them to develop skills that will take them beyond high school and to achieve the highest potential.

Casa Grande has a diverse group of students with diverse needs. Students have the option to enroll in course offerings that appeal to many of their interests and needs. Small Learning Communities and the many elective courses allow students to explore their academic interests. Programs campus-wide have been implemented to support student growth for students of all levels. Counselors have worked to help students connect with outside organizations, including the junior college, in order to allow students to succeed and excel.

### Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- Students are presented with many opportunities to become civically engaged through volunteer projects, such as the community service requirements in HI and the Senior Project.
- All seniors partake in the Senior Project which requires them to get involved with community and present their experience to peers, staff and members of the community.
- Casa has strong staff cohesion and professionalism. There is a safe, trusting and close community among Casa staff. Staff work hard to keep in close communication, continually collaborate and constantly attempt to improve.

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

- Our Office Hours program is not as well-utilized across the board as it could be. It is not truly serving all the students who could benefit from it.
- Casa is starting to implement more structured student intervention plans and programs, but there is still area for growth in addressing achievement gaps in students and the needs of students with Ds and Fs.
- Some Hispanic males display signs disengagement; the addition of Community Circles is a step in the right direction.
- Absentee rates have increased this past year and is a concern.



## **Prioritized Areas of Growth Needs from Categories A through E**

Prioritize the growth areas from the five categories.

The following list was created by having focus area facilitators receive input from the focus groups. The school leadership team then met to look at the growth areas from each group to prioritize them. Finally, the work of that group was presented to all stakeholders in home groups. That feedback resulted in these priorities:

- Identifying students who require intervention and implementing early intervention and support
- Improving standardized test scores and a-g readiness for all subgroups
- Providing opportunities for professional development targeting specific staff needs
- Improving communication on campus and between staff and district administration
- Improving the campus culture of student comportment

# Chapter IV

## Summary from Analysis of Identified Critical Student Learning Needs



*Casa students hard at work in the Chemistry lab.*

### Prioritized Areas of Strength

Criteria	Strengths	Major Themes
<p><b>Category A</b></p> <p><b>Organization</b></p> <p>Vision and Purpose, Governance, Leadership and Staff and Resources</p>	<ul style="list-style-type: none"> <li>• The new Vision and Mission statements are current, align with the goals of the governing board, and reflect the views of all the stakeholders.</li> <li>• The school has a leadership model in which site administration, teacher leaders and staff successfully collaborate in the decision-making process.</li> <li>• The school has multiple occasions of contact with the community (performances, sporting events, informational meetings, newsletters, etc.).</li> <li>• 100% of the teachers on staff are highly qualified and teaching within their credentialed area.</li> <li>• The ongoing beautification program has really improved the function and the look of the campus.</li> </ul>	<p>Collaboration among staff and administration</p> <p>Quality of staff and facilities</p> <p>Community outreach</p>
<p><b>Category B</b></p> <p><b>Curriculum</b></p>	<ul style="list-style-type: none"> <li>• Standards-based curriculum</li> <li>• Personalized learning environment</li> <li>• Diverse elective offerings</li> <li>• SLC structure</li> </ul>	<p>Environment is student-centered and focused on learning</p> <p>Diversity of course offerings</p> <p>Rigorous curriculum for all students</p>
<p><b>Category C</b></p> <p><b>Instruction</b></p>	<ul style="list-style-type: none"> <li>• High numbers of students enrolling in and passing AP courses and exams, including an increasingly diverse student population</li> <li>• Expansion of elective and CTE offerings</li> <li>• Dedication to the SLC structure to identify and support students of concern, and to provide interdisciplinary curriculum</li> <li>• Support for the Senior Project as the culmination of a schoolwide focus on community-based learning</li> </ul>	<p>High expectations for all students</p> <p>Variety of course offerings</p> <p>Interdisciplinary, holistic education</p> <p>Real-world experiences</p> <p>Full student participation</p>
<p><b>Category D</b></p> <p><b>Assessment and Accountability</b></p>	<ul style="list-style-type: none"> <li>• Dissemination of assessment information to parents, students and staff</li> <li>• Use of assessment data to guide instruction in many areas, such as AP exam results</li> <li>• Standards of accountability in subjects that use common assessments across sections</li> <li>• Principal supportive of teachers and teacher development</li> <li>• Collaboration within departments and SLCs for lesson and assessment development</li> </ul>	<p>Review of data in a variety of venues</p> <p>Strong staff input and collaboration</p> <p>Strong administrative support</p>
<p><b>Category E</b></p> <p><b>School Culture and Support</b></p>	<ul style="list-style-type: none"> <li>• Casa Grande has an impactful social media and online presence. Casa programs and clubs make use of social media and other online components in a positive manner.</li> </ul>	<p>Collaborative oversight of students in SLCs, ART (Academic Review Team)</p>



### Prioritized Areas of Growth

Criteria	Prioritized Growth Areas	Major Themes
<p><b>Category A</b></p> <p><b>Organization</b></p> <p>Vision and Purpose, Governance, Leadership and Staff and Resources</p>	<ul style="list-style-type: none"> <li>• Continue to develop and define specific learner competencies for each graduate profile outcome</li> <li>• Communication between the site, district office and governing board still needs to be improved.</li> <li>• Professional development opportunities should be better targeted to the specific needs of the site.</li> <li>• There is the need for a clear procedure for textbook acquisition.</li> <li>• There is a high turnover of teacher assistants due to relatively low salaries.</li> </ul>	<p>Site/district communication</p> <p>Professional development</p> <p>Financial resources</p> <p>Material acquisition procedures</p>
<p><b>Category B</b></p> <p><b>Curriculum</b></p>	<ul style="list-style-type: none"> <li>• Increase identified subgroup student participation in advanced courses</li> <li>• Increase ELAC membership and strengthen its advisory role</li> <li>• Increase the number of students who have fulfilled UC a-g requirements</li> </ul>	
<p><b>Category C</b></p> <p><b>Instruction</b></p>	<ul style="list-style-type: none"> <li>• Providing teachers time to learn best practices for technology integration, as well as to reflect on its effectiveness</li> <li>• Allowing for greater flexibility within the SLC structure to allow for further exploration of interdisciplinary projects</li> <li>• Streamlining a process to identify struggling students sooner, and how best to re-engage and support them</li> <li>• Systematizing student support and intervention programs across grades 7-12</li> </ul>	<p>Need for greater access to flexible use of teacher time</p> <p>Need for a clear, standardized process to identify and engage struggling students</p>
<p><b>Category D</b></p> <p><b>Assessment and Accountability</b></p>	<ul style="list-style-type: none"> <li>• Addressing deficiencies in CAASPP and other standardized test achievement for all groups.</li> <li>• Increasing effectiveness of mandatory interventions for students identified as needing remediation.</li> <li>• Increasing the use of common assessments or other standardization of student performance and the use of results to inform future instruction.</li> <li>• Continue to explore and expand instruments for formative and cumulative assessments to prepare students for the state assessments.</li> <li>• Increasing the number of students that meet a-g requirements</li> </ul>	<p>Assessments (local and state mandated)</p> <p>Interventions</p>

<p><b>Category E School Culture and Support</b></p>	<ul style="list-style-type: none"> <li>● Our Office Hours program is not as well-utilized as it could be. It is not truly serving all the students who could benefit from it.</li> <li>● Casa is starting to implement more structured student intervention plans and programs, but there is still an area of growth in addressing achievement gaps in students and the needs of students with Ds and Fs.</li> <li>● Students frequently pulling the fire alarm exhibits a culture of disrespect and thoughtlessness.</li> </ul>	<p>Need to improve academic and social school culture.</p> <p>Need to expand structured intervention programs..</p>
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## Summary of Strengths and Prioritized Areas of Growth

Criteria	Strengths	Prioritized Areas of Growth
<p><b>Category A</b></p> <p><b>Organization</b></p> <p>Vision and Purpose, Governance, Leadership and Staff and Resources</p>	<ul style="list-style-type: none"> <li>● The new Vision and Mission statements</li> <li>● The leadership model in which administration, teacher leaders and staff collaborate in the decision-making process.</li> <li>● The school has multiple occasions of contact with the community</li> <li>● 100% of the teachers on staff are highly qualified</li> <li>● The ongoing campus beautification program</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to develop and define specific learner competencies for each graduate profile outcome</li> <li>● Improve communication between the site, district office and governing board</li> <li>● Provide professional development opportunities targeting specific needs</li> <li>● Clear textbook acquisition procedure</li> <li>● Improve teacher assistant salaries to address high turnover</li> </ul>
<p><b>Category B</b></p> <p><b>Curriculum</b></p>	<ul style="list-style-type: none"> <li>● Standards-based curriculum</li> <li>● Personalized learning environment</li> <li>● Diverse elective offerings</li> <li>● SLC structure</li> </ul>	<ul style="list-style-type: none"> <li>● Increase identified subgroup student participation in advanced courses</li> <li>● Increase ELAC membership and strengthen its advisory role</li> <li>● Increase the number of students who have fulfilled UC a-g requirements</li> </ul>
<p><b>Category C</b></p> <p><b>Instruction</b></p>	<ul style="list-style-type: none"> <li>● High numbers of students enrolling in and passing AP courses</li> <li>● Expansion of elective and CTE offerings</li> <li>● Dedication to the SLC structure</li> <li>● Support for the Senior Project</li> </ul>	<ul style="list-style-type: none"> <li>● Providing teachers time to learn best practices for technology integration, as well as to reflect on its effectiveness</li> <li>● Allowing for greater flexibility within the SLC structure to allow for further exploration of interdisciplinary projects</li> <li>● Develop a process to identify, re-engage, and support struggling students sooner</li> <li>● Systematize student support and intervention programs across grades 7-12</li> </ul>

<p><b>Category D Assessment and Accountability</b></p>	<ul style="list-style-type: none"> <li>● Dissemination of assessment information</li> <li>● Assessment to guide AP instruction</li> <li>● Administrative support</li> </ul>	<ul style="list-style-type: none"> <li>● Interventions for students</li> <li>● CAASPP scores in all categories</li> <li>● Common Assessments in all disciplines</li> </ul>
<p><b>Category E School Culture and Support</b></p>	<ul style="list-style-type: none"> <li>● Social media and online presence</li> <li>● Student opportunities to become civically engaged</li> <li>● All seniors partake in the Senior Project</li> <li>● Casa has strong staff cohesion and professionalism</li> <li>● The SLC environment has allowed for teachers to develop a sensitivity to student schedule as a whole</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage participation in our Office Hours program</li> <li>● Develop more structured student intervention plans and programs</li> <li>● Address the problem of students frequently pulling the fire alarm, exhibiting a culture of disrespect and thoughtlessness</li> </ul>

# Chapter V

## Schoolwide Action Plan



*Double rainbow at Casa Grande 2018.*

## **Action Plan Goal #1: College and Career**

Strengthen and expand existing College and Career programs to increase access and achievement for all students.

**Rationale:** Casa Grande High School is committed to maximizing opportunities for all students upon graduation. To this end, Casa will continue the important work of strengthening programs and building systems that provide all students with opportunities to access post-secondary education and to become highly employable.

### **SLO'S Addressed:**

- To continue to increase college and career readiness for all Casa graduates, with special focus on students in predominant, underperforming subgroups.
- Ensure that learning opportunities, both in and outside the classroom, are consistently focused on essential skills for productive, responsible citizenship.

### **LCAP Alignment:**

- All students will graduate from PCS college and career ready.
- All students will be engaged and supported to meet the rigor required to be a 21st century citizen.

### **Growth Targets:**

- Development and Promotion of the Graduate Profile Outcomes
- Expand and develop CTE pathways
- Increase the number of students who have met UC a-g requirements
- Raise student achievement for all sub-groups on standardized tests (Early Assessment Program, CAASPP)
- Promote Honors and AP opportunities to all students
- Continue to expand opportunities for non 4-year college bound students

**Responsibility:** Site Administration, Casa Leadership Team, Counselors, Math Department, CAASPP Coordinators, Department Chairs, Teaching Staff, College and Career Coordinators

Timeline	Steps to Achieve Action Plan #1	Person(s) Responsible	Resources	Means to Assess Improvement
<p>2018-19</p> <p>2019-20</p>	<p><b>Graduate Profile</b></p> <ul style="list-style-type: none"> <li>● Promote new school vision statement and mission statements throughout school community showcasing the graduate profile outcomes:                             <ul style="list-style-type: none"> <li>○ <i>Literacy</i></li> <li>○ <i>Employability</i></li> <li>○ <i>Civic Engagement</i></li> <li>○ <i>Personal Vision</i></li> </ul> </li> <li>● Conduct school wide audit by teacher, department, and SLC to determine where students have opportunities to practice and develop graduate profile outcomes.</li> <li>● Conduct school wide student survey and student panel interviews to determine where students believe they have opportunities to practice and develop graduate profile outcomes.</li> <li>● Develop grade level rubrics to guide instruction and to assess growth and mastery of student achievement towards graduate outcomes.</li> </ul>	<p>Administration</p> <p>Casa Leadership Team</p> <p>Teaching Staff</p>	<p>Classified and Certificated Staff</p> <p>Student Focus Groups</p> <p>Student Leadership</p> <p>Site Council</p> <p>Sonoma County Office of Education (SCOE)</p> <p>Boosters</p> <p>PTSA</p>	<p>Annual surveys of staff, students, parents, and community members</p> <p>Produce and display various promotional materials, ie., posters, brochures, letterhead, etc.</p> <p>Various school wide data</p>
<p>2018-19</p> <p>Spring 2018</p>	<p><b>College &amp; Career Access and Support</b></p> <ul style="list-style-type: none"> <li>● Introduce Success 102 and Personal Finance courses for grades 11 and 12.</li> <li>● Continue to fully support and expand Casa’s JumpStart to the JC program.</li> <li>● Develop clear SLC alignment map with SRJC certification programs.</li> <li>● Strengthen and expand job shadow, internships, and work-based learning opportunities for all students.</li> <li>● Collaborate with KJHS in the design and launch of 10,000 Degrees Spring College and Career Workshops.</li> </ul>	<p>Administration</p> <p>Counseling</p> <p>College &amp; Career Coord.</p> <p>SCOE</p>	<p>District Office</p> <p>10,000 Degrees outreach, beginning at KJHS</p> <p>Use existing SRJC articulation agreements</p> <p>Petaluma Healthcare District</p>	<p>School Board Adoption of new courses</p> <p>UC a-g approval (Personal Finance)</p> <p>Jump Start program participation and completion data</p> <p>SRJC enrollment and matriculation data</p> <p>National Clearinghouse Annual Report</p> <p>CGHS Student survey data</p> <p>KJHS student and parent survey data</p>

<p>2018-20</p>	<p><b>UC a-g</b></p> <ul style="list-style-type: none"> <li>Significantly increase the number of students who graduate meeting UC a-g requirements.</li> <li>Add additional UC a-g approved courses, to include: ASB Leadership, Academic Decathlon, and Yearbook.</li> <li>Expand and promote education of UC a-g readiness requirements to student and parent community.</li> <li>Develop Early Warning System on Illuminate Platform to identify any student who is not on track to graduate meeting UC a-g requirements.</li> </ul>	<p>Administration Casa Leadership Team Counselors Departments</p>	<p>UC a-g Course file Casa Grande Times (Parent Newsletter) Illuminate Data System Aeries</p>	<p>UC a-g course list Increased number of students who graduate meeting UC a-g requirements Identification of students who are off-track for UC a-g completion</p>
<p>2018-21</p>	<p><b>AP &amp; Honors</b></p> <ul style="list-style-type: none"> <li>Strengthen and expand promotion of Honors and AP courses to all students and parents.</li> <li>Using Illuminate, explore and develop data analysis tools to identify students with high CAASPP scores and strong grades, who are currently not in Honors or AP.</li> <li>Develop annual schoolwide process to identify potential Honors/AP students, including teacher feedback, assessment, and classroom grades.</li> </ul>	<p>AP Coordinator Administration Counseling Departments with Honors Courses</p>	<p>College Board Counseling</p>	<p>AP and Honors enrollment AP and Honors achievement data</p>
<p>2018-21</p>	<p><b>CTE</b></p> <ul style="list-style-type: none"> <li>Strengthen and expand existing CTE Pathways to maximize completers</li> <li>Develop additional CTE pathways to potentially include:             <ul style="list-style-type: none"> <li>Environmental Conservation and Restoration Intro &amp; Advanced</li> <li>HOSA 1 and 2</li> </ul> </li> <li>100% CTE Teachers are CTE certified</li> </ul>	<p>Assistant Principal CTE Department</p>	<p>District Ed. Services SCOE</p>	<p>College &amp; Career Readiness Indicator (Dashboard) Course Handbook CTE Teacher Roster</p>



<p>Ongoing</p>	<p><b>CAASPP &amp; EAP</b></p> <ul style="list-style-type: none"> <li>• Expansion of school-wide CAASPP test preparation practice, to include practice testing, interim assessments, strategy-building, and EAP education. Emphasis on students of lower performing subgroups, ie., EL, RSP.</li> <li>• Improve and expand parent education on the importance of EAP.</li> <li>• Actively participate with district-level committees tasked with generating common assessments for ELA, Science, and most urgently, Math.</li> </ul>	<p>Administration</p> <p>CAASPP Coordinators</p> <p>Certificated staff</p>	<p>CAASPP test preparation materials</p> <p>CAASPP proctor training</p> <p>Illuminate data platform</p> <p>Casa Grande Times</p> <p>Departments</p>	<p>Annual CAASPP and EAP data</p> <p>Parent correspondence</p> <p>Counselor presentation content</p> <p>Production and use of common and interim assessments</p>
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## **Action Plan Goal #2: Culture & Climate**

Increase social and academic engagement across all student groups.

**Rationale:** At Casa Grande High School, we believe there is a direct correlation between student engagement and achievement. Analysis of achievement data, along with observation, show a number of students at Casa who are under-engaged academically and have low participation rates in school-related activities. These students are disproportionately from predominant subgroups. In order to better serve all of Casa's students, a number of steps are being taken to increase social and academic engagement across all student groups.

### **SLO'S Addressed:**

- To continue to increase college and career readiness for all Casa graduates, with special focus on students in predominant, underperforming subgroups.
- Continue to increase parent engagement and participation at school and in support of their students' education.
- Ensure that learning opportunities, both in and outside the classroom, are consistently focused on essential skills for productive, responsible citizenship.

### **LCAP Alignment:**

- All students will graduate from PCS college and career ready.
- All students will be engaged and supported to meet the rigor required to be a 21st century citizen.

### **Growth Target:**

- Strengthen and expand comprehensive communication and engagement with all stakeholders
- Improve campus academic culture and climate, in and outside the classroom
- Reduce the number of students with shortened days and/or IWE (Teacher Aide) schedules
- Strengthen and expand student activities campus wide

**Responsibility:** Site Administration, Leadership Team, Counseling Staff, KJHS Principal, Gaucho Gazette Staff, ASB Leadership, ELRT, KJHS Principal

Timeline	Steps to Achieve Action Plan #1	Person(s) Responsible	Resources	Means to Assess Improvement
Ongoing	<p><b>Community Engagement</b></p> <ul style="list-style-type: none"> <li>● Broaden school correspondence to serve all stakeholders.</li> <li>● Re-establish the Student Advisory Council to report to site administration and the Leadership Team.</li> <li>● Increase parent participation in annual Senior Project, Parent Education series, ELAC, Site Council, and parent organizations.</li> </ul>	<p>Administration ASB/Leadership Parent leadership</p>	<p>District Communications Coordinator ELRT Site Council committee Teachers Students Parents</p>	<p>Meeting minutes Student and parent participation rates School correspondence Annual survey data School website</p>
Ongoing	<p><b>Student Activities</b></p> <ul style="list-style-type: none"> <li>● Strengthen and expand student club, leadership, and school activities                             <ul style="list-style-type: none"> <li>○ Beautification Days</li> <li>○ Sounds &amp; Sights of Casa</li> <li>○ Athletics</li> <li>○ Community service</li> </ul> </li> </ul>	<p>Administration Club advisors Athletic Director ASB Leadership</p>	<p>Gacho Gazette Parent organizations Site Council Teachers, Students</p>	<p>Participation rates Hours of community service Meeting minutes</p>
Ongoing	<p><b>Learning Environment</b></p> <ul style="list-style-type: none"> <li>● Strengthen and expand campus beautification projects, including:                             <ul style="list-style-type: none"> <li>○ Expanded seating in OLE</li> <li>○ Ely Street marquee sign</li> <li>○ School entrance/main office</li> <li>○ Student murals/public art</li> <li>○ Native plant nursery</li> </ul> </li> </ul>	<p>Administration District administration</p>	<p>Community partners Parent organizations Site Council Volunteers</p>	<p>Project completion</p>
2018-19	<p><b>Course Scheduling</b></p> <ul style="list-style-type: none"> <li>● Research and develop protocol to limit number of students who have a shortened day schedule or who serve as a Teacher Aide (IWE).</li> </ul>	<p>Administration Counseling Leadership Team Teachers</p>	<p>Aeries Illuminate Teachers Parents, Students</p>	<p>Protocol articulated as <i>Eligibility Checklist</i> Master schedule Student course schedules School correspondence</p>

<p>2018-21</p>	<p><b>Support Services</b></p> <ul style="list-style-type: none"> <li>● Strengthen and expand the Community Circle program to increase and diversify participation.</li> <li>● Increase participation and broaden outreach and promotion of 10,000 Degrees.</li> <li>● Develop, strengthen, and expand mentoring and tutoring services available through the College and Career Center.</li> </ul>	<p>Administration Counseling College and Career Outreach Specialist Community Circle facilitator 10,000 Degrees staff</p>	<p>North Bay Organizing Project 10,000 staff College Recruiters Community partners</p>	<p>Student participation in various events including college fairs/visits, Community Circles, 10,000 Degrees, Cash for College College and Career Center sign-ins FAFSA completion rate Scholarship applications Post-secondary scholarships, applications, and admission rates</p>
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## **Action Plan Goal #3: Interventions**

Develop and implement intervention systems that support high levels of achievement for all students.

**Rationale:** At Casa Grande High School, we are committed to ensuring that all students are given the opportunity to achieve at the highest possible levels. We also recognize that some students require additional support and guidance to stay on track to graduate and to reach their academic potential. In order to ensure equitable access to opportunity and success, Casa will continue to develop, implement and refine intervention systems to support high levels of achievement for all.

**SLO's Addressed:**

- To continue to increase college and career readiness for all Casa graduates, with special focus on students in predominant, underperforming subgroups.
- Ensure that learning opportunities, both in and outside the classroom, are consistently focused on essential skills for productive, responsible citizenship.

**LCAP Alignment:**

- All students will graduate from PCS college and career ready.
- All students will be engaged and supported to meet the rigor required to be a 21st century citizen.

**Growth Target:**

- Implement Academic Review Team (ART) intervention program more widely and effectively.
- Develop early warning system using Illuminate.
- Strengthen and expand support for non-promote and struggling 8th graders

**Responsibility:** Site Administration, KJHS Principal, Leadership Team

Timeline	Steps to Achieve Action Plan #1	Person(s) Responsible	Resources	Means to Assess Improvement
Spring 2018, ongoing	<p><b>Academic Review Team (ART)</b></p> <ul style="list-style-type: none"> <li>Refine ART intervention program for 9th grade students</li> <li>Expand ART program for 10th grade students</li> </ul>	<p>Administration Counselors SLC Facilitators</p>	<p>Illuminate Aeries Front office staff Parents</p>	<p>Student progress/grade reports (reduction in Ds/Fs) Parent/Student/Case Manager meetings Student-led Conferences</p>
2018-19	<p><b>Illuminate Early Warning System (EWS)</b></p> <ul style="list-style-type: none"> <li>Design and implement a new Early Warning System (EWS) using Illuminate to identify students who begin to fall off-track and may need intervention or additional support services.</li> </ul>	<p>District Office Administration Counselors</p>	<p>Illuminate Aeries District Office staff</p>	<p>EWS reports Student progress/grade reports Achievement data Attendance data Behavior data</p>
2018-19, ongoing	<p><b>Parent Communication</b></p> <ul style="list-style-type: none"> <li>Increase direct communication (phone call, email) from teachers to parents of struggling students.</li> </ul>	<p>Teachers Counselors</p>	<p>Aeries Illuminate</p>	<p>Achievement data Attendance data Behavior data</p>

## Appendix

- A. [Local Control and Accountability Plan \(LCAP\)](#)
- B. [Single Plan for Student Achievement](#)
  - [School Site Council Meeting Agendas 2017-18](#)
  - [School Site Council Meeting Agendas 2016-17](#)
- C. [Results of student questionnaire/interviews](#)
- D. [Results of English parent/community questionnaire](#)
  - [Spanish language parent survey](#)
  - [Classified Survey](#)
- E. [The most recent Healthy Kids Survey](#)
- F. [Master schedule](#)
- G. [Approved AP course list](#)
  - <https://apcourseaudit.epiconline.org/ledger/>
  - [Student Handbook](#)
- H. Counseling Information
  - [Course Description Handbook](#)
  - [College and Career Center](#)
  - [College Planning Checklist](#)
  - [English Language Learner Resources](#)
  - [Counseling Presentations](#)
- H. [UC a–g approved course list](#)
  - [Math Offering Flowchart](#)
- I. Additional details of school programs, e.g., online instruction, college- and career-readiness programs, partnership academies, IB, AVID
  - [Small Learning Communities](#)
  - [Senior Project](#)
  - [AP](#)
  - [Academic Decathlon](#)
  - [Newspaper and Broadcasting](#)
  - [United Anglers and Fish Hatchery](#)



J. [California Local Control Funding Formula \(LCFF\) Eight State Priorities Rubric Performance information](#)

K. School accountability report card ([SARC](#))

L. [CBEDS school information form](#)

M. [Graduation requirements](#)

N. Any pertinent additional data (or have on exhibit during the visit)

[Wednesday Meeting Calendar](#)

[Teachers' Syllabi](#)

District Wide Professional Development

[October 2017](#)

O. [Budgetary information, including school budget](#)

P. [Evacuation Maps](#)

[Emergency Plan](#)