Christopher High School
COUGARS

2019-2020

Accomplishments

- Completed **WASC Self Study** with a 6 year accreditation.
  Created **WASC Action Plan**:
  1. Development and implementation of a PLC model schoolwide.
     [LCAP 1.1.1, 1.1.3 / WASC 1.3 & 1.5]
  2. Support structures/ interventions for subgroups to complete the A-G requirements. *[LCAP 1.1.1, 1.1.3, 1.1.10 / WASC 1.4 & 1.6]*
  3. Development and refinement of the mission statement and student learning outcomes. Refinement of school climate and culture. *[LCAP 2.4.1, 3.3.1, 3.3.2]*
- Implementation of **California Colleges** into classrooms. Students are signed up and doing personal inventories, applying for college, and investigating careers on the platform. *[LCAP 1.4.1, 1.4.2, 1.4.3]*

Accomplishments

- Continued **implementation of the NGSS** in Science Department. Refinement of curricular maps in Biology and Chemistry are taking place using data from common assessments. TOSA continues to work with GHS to keep district collaboration.
  [LCAP 1.2.1 & 1.3.4 / WASC 1.1 & 1.2]

- **Advanced Placement Passing** rate continues to go up. Supporting teachers in summer workshops and weekend seminars has allowed teachers to access curriculum and professional development.
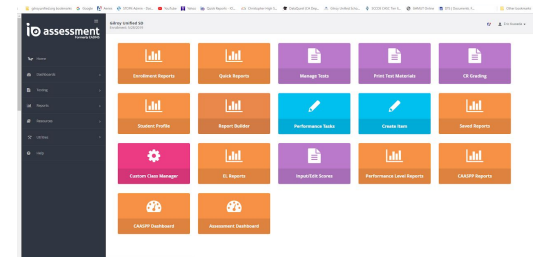 *[LCAP 1.4.4]*

Accomplishments

- Increased the number of available **Chromebooks** in the classroom. User ratio will go down due to Chromebook expiration - end of life.

- Provide **professional development** to teachers on EADMS and AERIES to support data gathering. Data allows teachers to examine student learning and make the necessary changes to build achievement for all students.
  [LCAP 2.2.3, 2.3.4 / WASC 2.1, 2,2, 2.3, 2.6]

- Students in transition from the middle school to high school develop a **4-year plan and goal setting**. Students acquaint themselves with A-G requirements and backwards plan a pathway to success.

- Year two of **PLTW - Computer Science**. Pathway enrollment and enthusiasm continues to grow.

CAASPP Data

[LCAP 1.1.1, 2.2.2, 2.2.11, 2.6.1-6, 2.2.3,2.3.4 / WASC 1.1, 1.2]
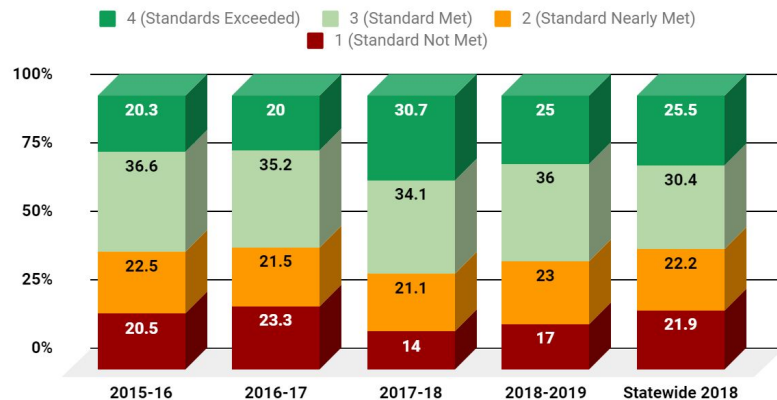
- **CAASPP**
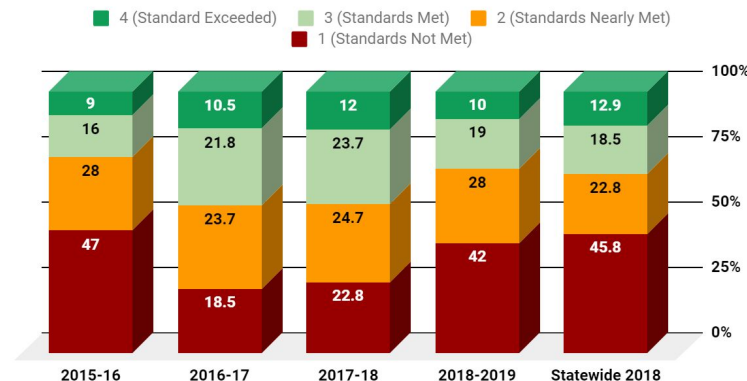 - ELA - 61% with scores 3, 4 (- 3%)   Math - 29% with scores 3,4 (-6%)

4 year CAASPP ELA Comparison
CA Dashboard 2018

Legend: 4 (Standards Exceeded), 3 (Standard Met), 2 (Standard Nearly Met), 1 (Standard Not Met)

	2015-16	2016-17	2017-18	2018-2019	Statewide 2018
4 (Standards Exceeded)	20.3	20	30.7	25	25.5
3 (Standard Met)	36.6	35.2	34.1	36	30.4
2 (Standard Nearly Met)	22.5	21.5	21.1	23	22.2
1 (Standard Not Met)	20.5	23.3	14	17	21.9

Four Year CAASPP MATH Comparison
CA Dashboard 2019

Legend: 4 (Standard Exceeded), 3 (Standards Met), 2 (Standards Nearly Met), 1 (Standards Not Met)

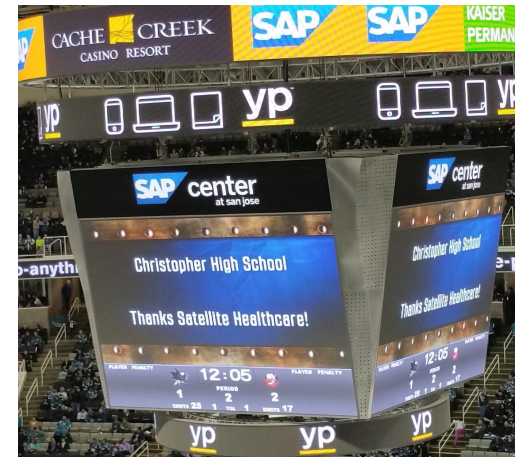|	2015-16	2016-17	2017-18	2018-2019	Statewide 2018
4 (Standard Exceeded)	9	10.5	12	10	12.9
3 (Standards Met)	16	21.8	23.7	19	18.5
2 (Standards Nearly Met)	28	23.7	24.7	28	22.8
1 (Standards Not Met)	47	18.5	22.8	42	45.8

Challenges

- **Progress in CAASPP scores** in Math and English are flat. Evidence show that students struggle with interpreting data and articulating its meaning and trends. Articulating and communicating the meaning of the data in writing continues to be a struggle.
- Create/implement **better means of communication** between stakeholders and staff.
- Professional development in **Google Classroom, EADMS and AERIES**.
- **Increase academic achievement** within subgroups. Provide support and intervention services to address deficiencies. Examine methods to help struggling students within the school day.
- Continue to **build school climate and culture**.
- **Articulation of the PLC model** in cohort teams and school wide models.
  - Formalize PLC process and accountability in cohort teams.
  - Use PLC model to examine school wide issues like:
    - Interventions for struggling students
    - Building school climate & culture
    - Effective school communication with all stakeholders
    - Create student learning outcomes (SLOs).

Goals & Strategies for Improvement

- **Staff outings and social events** outside the school day to build a positive culture among staff.
- Create other **avenues of communication** for stakeholders. Use of communication intern and development of alternative websites to share information and events to all stakeholders. *[LCAP 3.3.1, 3.3.2 / WASC 3.1 & 3.2]*
- Continue to support teachers in the **AERIES implementation** and develop teacher peer strategies to help with Google Apps for Education.
  [LCAP 1.1.4 / WASC 2.2, 2.3]
- **Create benchmark data** for cohorts   *[LCAP 2.3.4, 2.5.1 & 2.5.2 / WASC 1.1, 1.3-1.5]*
  - Continued use of the **Interim CAASPP assessments** in Math to simulate CAASPP interface needed to be successful on the exam. Use of interim data to assess levels and reteach accordingly.
  - Use of MAP Reading Assessments in the Fall / Spring
  - Create benchmark from cohorts
- **Weekly leadership team meetings** with open lines of communication.
- **Model [Google Classroom](#) with Staff as Professional Development Model**
  - "Students" = Staff, "Teacher" = Admin

Goals & Strategies for Improvement

- Implement professional development on **creating support for the socioemotional support** for students. *[LCAP 2.4.1 / WASC 3.3, 3.4 & 3.6]*
  - Examine student stories.
  - Look at Unconscious Bias.
- Creation of the **Student Learning Outcomes (SLOs)** to reinforce culture and climate within the school. *[WASC 3.3]*
- Examine ways to incorporate **intervention/support services** for all students and collaboration time for staff within the school day. *[LCAP 2.2.1, 2.2.2, 2.2.11, 2.3.1, 2.6.1-2.6.6 / WASC 2.1, 2.2, 2.3]*
- Examine **Math and ELA CAASPP achievement** and address methods to increase scores for all students on these exams. *[LCAP 2.2.3, 2.3.4 / WASC 2.6]*
- Use of **Learning Walk tool** to improve student engagement and student voice. *[LCAP 2.5.1 / WASC 3.7]*
- Develop and implement **PLC tools** for accountability and create a format for collaboration within the school day. *[LCAP 2.5.1, 2.5.2 / WASC 1.3, 1.4, 1.5]*

Student Services Profile