



FOCUS ON LEARNING

2013-2014

SAN DIMAS HIGH SCHOOL
ACCREDITATION SELF-STUDY REPORT
BONITA UNIFIED SCHOOL DISTRICT

SUBMITTED TO
WESTERN ASSOCIATION OF
SCHOOLS AND COLLEGES
ACCREDITING COMMISSION FOR SCHOOLS

PRINCIPAL'S MESSAGE

San Dimas High School
WASC Self-Study Report
Principal's Message

I am proud to welcome you to San Dimas High School, home of the Saints. I present you with our 2013-14 self-study document: Focus on Learning. This document has been a collaboration of all stakeholders beginning in the summer of 2012. It has provided an opportunity for each of us (staff, parents and students) to take a close look at what we do to increase student achievement. It has provided a forum to name our strengths and to analyze our areas of growth. The idea of including all stakeholders is not new to us; we use it every year to look at data, make decisions, and to create our school plan and budgets. But the Focus on Learning process has brought us together in a fresh way to look at our future and that future is bright.

San Dimas High School has a unique, small school atmosphere. It is a strong community that includes the school, the district, our unions, our city, and our neighbors. Not every high school can say that. The staff members at San Dimas are some of the most dedicated professionals I have ever worked with. Their focus is on student learning and they truly care about children. The students and families we serve are proud of the school and appreciate the outstanding staff. We have a large number of staff alumni and staff whose children attended San Dimas. Our district office and city support us in all of our endeavors. We have a beautifully maintained campus and a downtown homecoming parade. This collaboration makes San Dimas High School a wonderful place to work and go to school. At San Dimas High, we have a culture of support and respect with the highest of expectations for our students, our coworkers, and ourselves.

It has been my pleasure to serve as principal at San Dimas High School for the past six years. I look forward to helping implement the action steps we have outlined in this document. I am excited about all of us continuing to work together to take an outstanding school to an even higher level.

Sincerely,

Michael Kelly, Principal
San Dimas High School

ACKNOWLEDGEMENTS

WASC Accreditation Self Study Report

San Dimas High School—Bonita Unified School District

Board of Education

Patti Latourelle, President
Diane Koach, Vice President
Charles Coyne, Member
Glenn Creiman, Member
Jim Elliot, Member

Superintendent

Dr. Gary Rapkin

SDHS WASC Co-Chairmen

Greg Distaso, Science Teacher
Brian Elliott, Science Teacher

SDHS WASC Administration

Michael Kelly, Principal
Rita Kear, Assistant Principal
Jack Nance, Assistant Principal

SDHS WASC Group Leaders

Terry Casey, English Teacher
Genoa Haselton, English Teacher
Ruth Luevand, Science Teacher
Robert Ruh, French Teacher
Daniel Sandt, Music Teacher

SDHS Leadership Team

Alicia Alcalde-Atkinson - Counselor
Dominic Black - VPA
Nicole Bonomo - Mathematics
Terry Casey - WASC Focus
Betsy Cates - Classified
Janice Cromer - Phys Ed
Brian Elliott - Science

Genoa Hazelton - English
Nohora Hernandez - Spanish
Rita Kear - Assistant Principal
Michael Kelly - Principal
Ruth Luevand - WASC Focus
Michele McNeal - Secretary

Michael-john Morgan - CTE
Jack Nance - Assistant Principal
Bruce Robbins - Social Science
Robert Ruh - WASC Focus
Daniel Sandt - WASC Focus
Marilyn Williams - Librarian
Stephanie Zdunich - Special Ed

WASC Visiting Committee

Chair

Mr. Dennis Deets, Principal
RUSD – Educational Options Center
6705 De Anza
Riverside, CA 92506

Member

Mrs. Kimberly Blair, Instructor
Hemet High School
41701 E. Stetson Avenue
Hemet, CA 92544

Member

Ms. Maureen Cologne
Assistant Principal
30319 Kingsridge Drive
Rancho Palo Verde, CA 90274

Member

Ms. Carol Daiberl, Assistant Principal
Pam Desert High School
74910 Aztec Road
Palm Desert, CA 92260

Member

Mr. Chuck Wolf, Teacher
Tahquitz High School
4425 Titan Trail
Hemet, CA 92545

Member

Mr. Anthony Zegarra, Vice Principal
Downey High School
11040 Brookshire Avenue
Downey, CA 90241

WASC Report Design/Layout

Michele McNeal

Michael-john Morgan

Jordan Murray

SDHS WASC Focus Groups

Organization

Haselton, Genoa - Lead
Black, Dominic
Briseño, Barbara
Brockus, Kelly (student)
Callen, Cathy
Celaya, Helena (parent)
Cromer, Janice
Darling, Ryan
DeLalla, Karie (parent)
Ingram, Rebecca
Karimi, Alieh
Ketterling, Jeremy
Mendolia, Lisa
Neaderbaomer, Alysha (Student)
Perez, Fernando
Perez, Herb
Prestesater, Gary
Regan, Mike
Snyder, RaeJean
Taylor, Dona
Yang, Woonjoo

Assessment

Sandt, Daniel - Lead
Brennecke, Marianne
Duvall, Mathew
Famili, Amin
Fernández, Lupe
Garcia, Paublo
Holman, Marc
Meyer, Sharon
Milbrandt, Dave
Murray, Cindi (parent)
Patrick, Cindy (parent)
Paul, Carole
Reeff, Melanie (parent)
Reese, Jennifer
Rossberg, Justin (student)
Sintek, Ron
Smith, Baylee (student)
Tannen, Dennis
Taylor, Robin
Thrall, Matthew
Vetti, Sue
Williams, Marilyn

Curriculum

Casey, Terry - Lead
Anderson, Vivian
Bernal, Gregg
Rynkiewicz, David
Casey, Kathleen
Castellanos, Thelma
Cates, Betsy
Florez, Patti
Fuqua, Tina
Garcia, Amy (parent)
Goldsworthy, Devon (parent)
Hernandez, Nohora
Kalo, Gil
Kim, Sung (student)
Knott, Samya
Lowary, Kim
McBeath, Peggy
Morgan, Michael-john
Nance, Jack
Ríos, Angel (student)
Rodríguez, Ralph
Tozier, Naomi
Wierzchucki, Bryan

Instruction

Ruh, Robert - Lead
Alcalde-Atkinson, Alicia
Beck, Steve
Bentley, Carol
Bramblett, Sherry
Carlson, Tina
Castro, Janae
Cespedes, Louella
Cossey, Alyssa
Groswirt, Norma (parent)
Henderson, Brenda (parent)
Kim, Paul
Kocalis, Kelly
Madrid, Elsa (parent)
McNeal, Michele
Murray, Jordan
Pickering, Carla
Redfox, Monica
Rodríguez, Ian (student)
Stevens-Saunders, Julie
Veloz, Alfred
Zdunich, Stephanie
Zeug, Sherry

Culture

Luevand, Ruth - Lead
Biagianti, Sue
Bonomo, Nicki
Carson, Jason
de los Cobos, Lesley
Eckenrode, Dennie
Harnden, Joshua
Kear, Rita
Legind, Janet
Lewis, Anthony
Loera, Lupe
Matson, Daryl
Robbins, Bruce
Schofield, Cathy
Smith, Kurt (parent)
Smith, Sonia (parent)
Stragier, Kristie
Thrall, Heather
Toledo, Marlene
Tolman, Megan
Wardlow, Dana
Yan, JoJo (student)
Zernickow, Bill

TABLE OF CONTENTS

Student/Community Profile: Data & Findings	4
Overview	5
General Background and History.....	5
Vision Statement	5
Mission Statement.....	6
Expected Schoolwide Learning Results (ESLRs).....	6
School Program Data	6
Demographic Data	7
Status of School	7
Funding	7
Enrollment.....	8
Subgroup Enrollment.....	9
Socio-Economic Status	9
Special Needs.....	10
Language Proficiency.....	11
School Climate	12
Attendance	12
Truancy and Tardies	13
Discipline Data	14
Staffing	15
Faculty	15
Support Staff.....	15
Programs	16
Co-Curricular Programs	16
Extra-Curricular Programs	17
Student Performance Data	19
API.....	19
CST	20
English Language Arts.....	21
Math	25
Social Science.....	30
Science.....	33
California High School Exit Exam	38
AYP.....	39
CELDT	40
AMAOs.....	41
SAT/ACT	41
AP Courses.....	41
A-G Requirements	41
Algebra I Enrollment.....	41
D & F Rates	42
Graduation Rate	43
Post Enrollment	43
Progress Report	45

School Staff and Awards.....	45
Interventions	45
Study Period (Intervention Period or Period 5).....	45
Collaboration	46
Math	46
San Dimas Connection Project (SDCP).....	46
School Plan	47
Committees	47
Illuminate.....	47
Schoolwide Critical Areas for Follow-up 2008.....	48
Schoolwide Critical Areas for Follow-up 2011.....	49
Student/Community Profile Overall Findings.....	52
Student/Community Profile Overall Summary.....	52
Implications of the Data with Respect to Student Performance	52
Critical Learner Need #1	52
Critical Learner Need #2	53
Critical Learner Need #3	54
Self-Study Findings.....	58
Category A: Organization	58
A1: Vision & Purpose Criterion.....	58
A2: Governance Criterion.....	59
A3: Leadership and Staff Criterion	60
A4: Employment Policies/Practices Criterion.....	61
A5: Leadership and Staff Criterion	63
A6: Resources Criterion	64
Strengths and Growth Needs: Vision & Purpose.....	66
Category B: Standards-based Student Learning: Curriculum	67
B1: Curriculum Criterion.....	67
B2: Curriculum Criterion.....	70
B3: Curriculum Criterion.....	71
Strengths and Growth Needs: Curriculum	73
Category C: Standards-based Student Learning: Instruction.....	74
C1: Instruction Criterion	74
C2: Instruction Criterion	76
Strengths and Growth Needs: Instruction.....	79
Category D: Standards-based Student Learning: Assessment & Accountability	80
D1/D2: Assessment and Accountability Criteria	80
D3/D4: Indicators & Prompts Criteria	83
Strengths and Growth Needs: Assessment and Accountability	84
Category E: School Culture & Support for Student Growth	85
E1: School Culture and Student Support Criterion.....	85
E2: School Culture and Student Support Criterion.....	86
E3/E4: School Culture and Student Support Criteria.....	87
Strengths and Growth Needs: School Culture & Student Support.....	91
Action Plan 2014-2020	93
Goal 1: Improve academic achievement of all students in all content areas.	93

Goal 2: Improve Communication with all stakeholders.	97
Goal 3: Improve student achievement via coordinated student supports & interventions.	101
Appendix	106
Academic Performance Profile.....	106
Acronyms.....	107
Categorical Budget	108
Critical Areas for Follow-up.....	109
Critical Learner Needs	109
Expected Schoolwide Learning Results (ESLRs).....	110
ESLR Reflection Form.....	110
Graduation Report.....	112
Intervention Profile	113
Mission Statement.....	114
Premier Instruction.....	115
RISE/TESS Coaching Schedule.....	115
School Accountability Report Card (Executive Summary).....	117
School Accountability Report Card.....	120
San Dimas High School	136
School Goals 2013-2014	136
School Map.....	142
School Profile.....	143
Six Simple Strategies.....	166
Snapshots	167
Surveys	169
Vision Statement	172



CHAPTER 1
STUDENT/COMMUNITY
PROFILE DATA
AND FINDINGS

Student/Community Profile: Data & Findings

Overview

General Background and History

San Dimas High School (SDHS) is one of two comprehensive high schools in the Bonita Unified School District (BUSD). It is the only High School that serves the city of San Dimas. San Dimas is a city of just over 33,000 residents mostly mid to upper middle class. The city has a small town equestrian feel. The student population is majority Hispanic at 47%, 90% of whom are third, fourth or fifth generation. The next largest population is White at 35%. The EL population is extremely low at 3% and the socioeconomic status is largely upper middle class, with 29% of the students qualifying for free or reduced lunch. Parent education level is fairly high and students come to SDHS well prepared for high school.

Newsweek Magazine has listed San Dimas High School as one of the top schools in the country for the past three years. The school was also ranked in the top 7% of schools in the country with a silver medal from US News and World Report. It has also been named one of America's Most Challenging High Schools by the Washington Post. The California Department of Education named San Dimas High School a California Distinguished School for the third time in 2009.

The City of San Dimas sponsors a "Students in Government Day" each year with students shadowing the Mayor, City Councilmen and City Staff. The Olander Foundation is a half million dollar endowment which provides scholarships to students each year totaling over \$22,000. The principal serves on the Board of Directors for the Chamber of Commerce; the Chamber provides speakers for Career Day, judges for Senior Project Presentations and links the school to businesses that sponsor events and programs. The local hospital sponsors a "Saint of the Month" luncheon each month for outstanding students and staff.

SDHS curriculum is largely college prep including a variety of AP courses. Intervention classes for reading, EL and writing use the Language! program. These classes, as well as math intervention classes, are designed for 9th and 10th grade at risk students and 11th and 12th grade students that have not passed the CAHSEE. Students make up course work through night school or through our online credit recovery program (OdysseyWare). Every student completes a senior project, the San Dimas Connection Project. The project begins with community service in grades 9, 10, 11 and 12. Students collect and reflect on work samples for every class each of their years at SDHS. The project culminates with a presentation in the senior year that includes work samples from every year of high school, a resume, a job search, and a discussion linking the student's life, learning and future plans.

Vision Statement

All stakeholders worked together in the fall and spring of 2012-13 to develop a new vision statement. Focus Groups and Home Groups gave input to the Leadership Team to develop the following:

San Dimas High School will be the San Gabriel Valley's premier center for powerful teaching and learning, rigorous academics and diverse activities in a community of integrity and respect.

Mission Statement

All stakeholders worked together in the fall and spring of 2012-13 to develop a new mission statement. Focus Groups and Home Groups gave input to the Leadership Team to develop the following:

To best serve the students and community of San Dimas High School, we inspire all students to excel in a safe and challenging environment by valuing academic rigor, individuality, enthusiasm and responsibility.

Expected Schoolwide Learning Results (ESLRs)

All stakeholders worked together in the fall and spring of 2012-13 to revise the school ESLRs. Focus Groups and Home Groups gave input to the Leadership Team to develop the following:

Effective Communicators

- Read and listen with understanding
- Write and speak with clarity
- Use technology to access, organize and present information

Accomplished Learners

- Challenge themselves continuously
- Participate in and accept responsibility for learning
- Produce quality independent work
- Solve problems and express ideas creatively

Responsible Individuals

- Respect all beliefs and cultures
- Demonstrate integrity and ethical behavior
- Create and maintain a plan for the future
- Work to promote causes greater than themselves
- Inspire others to move toward a successful outcome

Students reflect on their progress on the ESLRs several times each year at San Dimas High School through the San Dimas Connection Project (SDCP). When the project was designed, the staff began with the ESLRs and worked to create a four-year path of ESLR monitoring and attainment. Several times each year in high school, students reflect on Best Work Samples. These samples will be presented in their senior presentation for the SDCP. Teachers emphasize projects or assignments that qualify as Best Work Samples and have students complete an ESLR reflection. Some classes have students present their reflection of the ESLRs each year or each semester to keep students focused on their progress. Another example of students attaining ESLRs is the Community Service requirement in the SDCP. Each student is required to volunteer at least 15 hours per year in the community. For each activity, the students collect and save a verification/evaluation form. The forms become part of their SDCP portfolio and are shared at their senior presentation.

School Program Data

Academics are highly valued at San Dimas High School. The district staffs San Dimas on a 31.5:1 ratio based on a five-period day. The ratio was increased for two years to 32.5:1, but lowered back to 31.5:1 this year. Nearly all of the 100+ courses meet the UC and CSU A-G requirements. Advanced Placement (AP) courses provide students with the opportunity to take college-level courses and exams while still in

high school. At present, the school offers fourteen AP classes in multiple sections in addition to honors and accelerated classes. The AP classes offered by SDHS are AP Physics, AP Environmental Science, AP Biology, AP World History, AP United States History, AP English III and IV, AP Calculus AB, AP Calculus BC, AP Statistics, AP Spanish, AP Chemistry, AP Studio Art, AP Government and AP French. Over 86% of SDHS students go on to an institution of higher learning.

Students that are behind in credits are referred by their counselors to the online credit recovery program. In this voluntary program, students are able to earn credits towards graduation by completing units in the OdysseyWare online curriculum. Students sign a contract that outlines the parameters and requirements of the program as well as sets goals. Credentialed staff meets with the students after school at least once a week to monitor progress and proctor tests. Students may also enroll in a variety of Career Technical Education Classes through a partnership with the Los Angeles County Fair (FairPlex). These technical classes take place in the evening and offer a variety of courses that can no longer be offered at the high school due to budget cuts. This partnership has helped to bridge career needs since pathways have all but been eliminated due to budget cuts and declining enrollment.

Demographic Data

Status of School

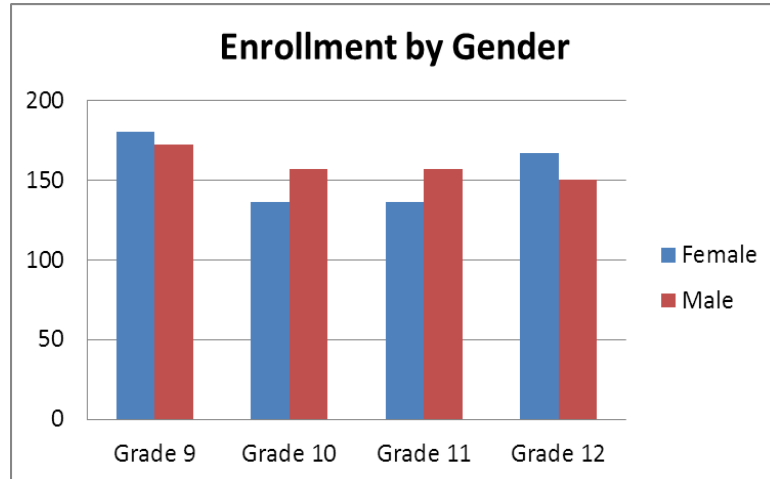
San Dimas High School receives no Title I funds and only small amounts of other federal entitlements. The school's 2013 Academic Performance Index (API) Growth Score is 839. The 2012 statewide rank is 9, and the similar schools rank is 8; this is up from 8 and 6 in 2008. SDHS tracks three statistically significant subgroups: Hispanic, White and Socio-Economic Disadvantaged (SED) students. Although they are not considered statistically significant, the school also tracks Special Education (SpEd) and English Learners (EL) bringing the total tracked subgroups to five. San Dimas High School met AYP growth targets every year until 2011-12. Since that year, there have been three targets that were not met: SED students did not make their growth target in the 2011-12 school year, but did make their target in 2012-13. White and Hispanic students met their targets every year through 2011-12 but not in 2012-13.

Funding

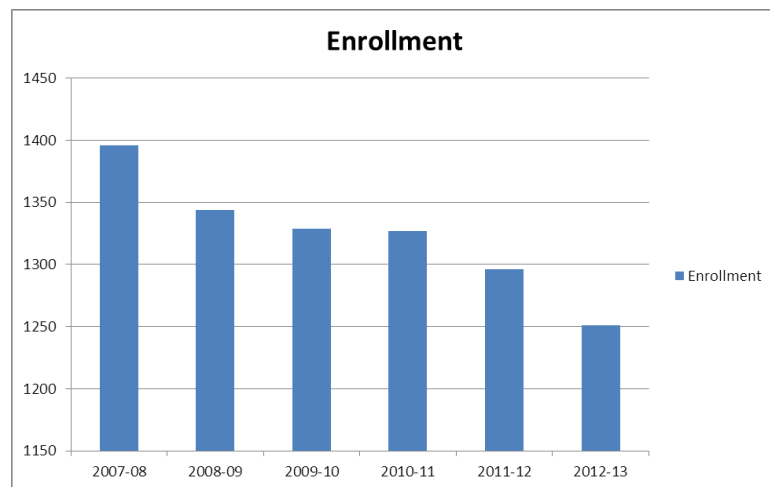
The district spends approximately \$4,456 per pupil per year. Unrestricted funds are budgeted through the Leadership Team which consists of Department Chairs, the Principal, a counselor, Focus Group Chairs and a classified representative. All budget managers submit requests in April of each year and the group looks at the school goals to determine priorities. These monies are spent on curricular and administrative costs.

Restricted, or categorical funds, are budgeted through the School Site Council. The Council meets once a month to oversee expenditures and serve as a WASC Home Group for parents and students. San Dimas High School received categorical funding for Gifted and Talented Education (GATE), Library Improvement Block Grant, Economic Impact Aid, Pupil Retention Block Grant and CAHSEE Intervention which totaled \$88,800 for the 2012-2013 school year. The school is not a Title I school and does not receive other federal funds. Programs funded through these monies include teacher time for direct interventions to at risk students, tutoring, counseling, instructional technology, communication and safety programs. An example is our CAHSEE intervention class and our Language! intervention class for at risk students.

Enrollment

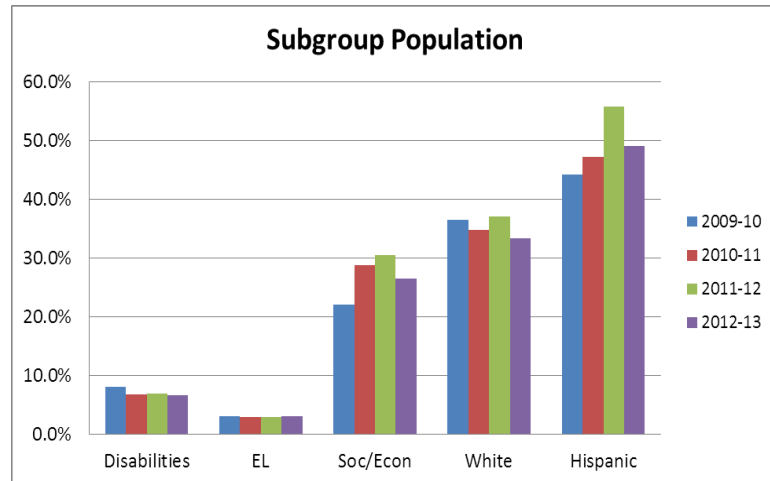


Built in 1970, San Dimas High School currently (2012-13) serves 1,251 students. SDHS operates on a traditional 180-day school year from August to June. Students take an average of six classes. Classes are 53 minutes in length, Monday through Friday. Classes meet five times a week for 17 and 21 weeks per semester respectively. The passing mark is D. Over 90% of students graduate with over the 220 credits mandated for graduation, many as high as 285 or even 300 credits. The school uses CAHSEE funded support classes both during and after school to encourage and expand students' knowledge to accomplish this test successfully. SDHS enhances their remedial summer school classes with accelerated summer school under contract with Mt. San Antonio College.



San Dimas High School continues to experience declining enrollment. Over the past six years, enrollment has declined from nearly 1,400 (1,396) students to 1,251. The decline has affected the number of teachers, classified staff, course offerings, career pathways and the budget.

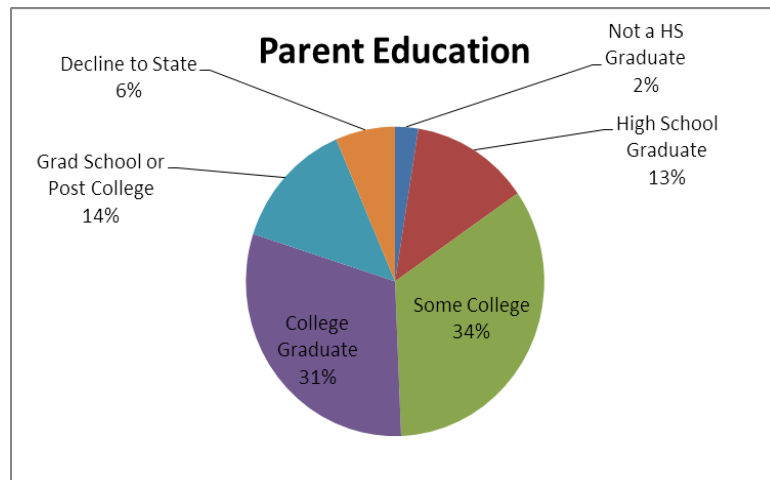
Subgroup Enrollment



San Dimas High School's identified significant subgroups are Hispanic, White and Socio-Economically Disadvantaged (SED) students. The largest of these groups is Hispanic, 90% of whom are third, fourth or fifth generation. Although not a significant subgroup, students with disabilities (SpEd) and English Learners (EL) are tracked to increase our understanding of all SDHS students' needs. SED and Hispanic populations have grown over the past four years while the White population has declined and EL population has remained the same. The number of SpEd students has declined slightly.

Socio-Economic Status

The number of students receiving free and reduced price lunches for the 2012-13 school year was 363, or 29% of the student population. This is up from the 2010-11 school year in which there were 290 students or 22%.

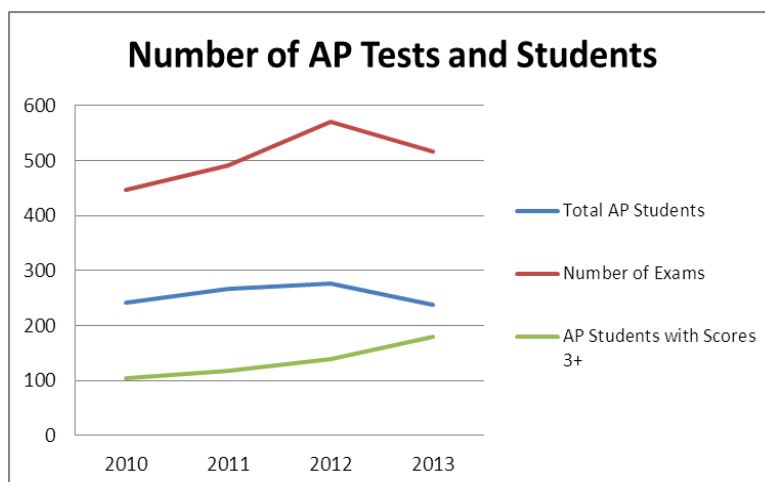


Parents at San Dimas High School are largely college educated with 14% stating they have attended Postgraduate School. 13% have gone no higher than High School and 2% state that they have not graduated high school.

Special Needs

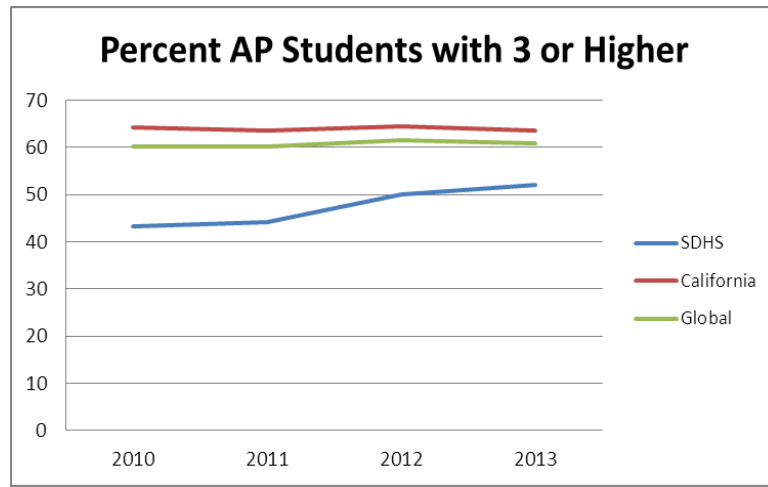
San Dimas High School serves the needs of all students. Special Education programs at San Dimas High School include Resource Specialist Program (RSP), Special Day Classes (SDC), Special Day Opportunity Class, and a Severely Handicapped (SH) classroom run by the Los Angeles County Office of Education (LACOE). Our 61 RSP students are programmed into classes according to their Individual Education Program Plan (IEP). These students can have up to three special education classes and are mainstreamed for all other classes. Five co-teaching classes were added in 2010-11 to help service these students in the regular education setting. The co-teachers have common prep periods where possible to discuss students and plan lessons. Our current 18 SDC students can have four or more SDC classes and are also mainstreamed for all other classes including co-teaching. A new program at SDHS is our SDC Opportunity Classroom. Students with extreme behavioral needs are placed in this classroom with opportunities to mainstream for lunch, break and any regular education class appropriate for the specific student. Severely handicapped students are served by a county program in a self-contained classroom of 13 students. These students are placed in electives and physical education classes according to their IEP. The county students participate with mainstream students in the “Best Buddies” program. It is a national organization that seeks to provide mainstream extracurricular experiences for these students and to provide outreach experiences for the mainstream population. Best Buddies provides opportunities for students to act as cheerleaders, participate in the Homecoming Parade, attend sporting events, attend prom, join the choir, carol at elementary schools at Christmas time and participate in graduation events and the ceremony.

SDHS has 169 students who are identified in Gifted and Talented Education (GATE). These students are offered honors programs, special event field trips and they are encouraged to take advantage of accelerated and AP classes alongside non-identified students. At present, the school offers fourteen AP classes in multiple sections in addition to honors and accelerated classes and programs. In addition, GATE students are given the opportunity to pursue out of school experiences that help develop their particular talents. These experiences include museums, plays, camping trips, academic competitions and college visits.



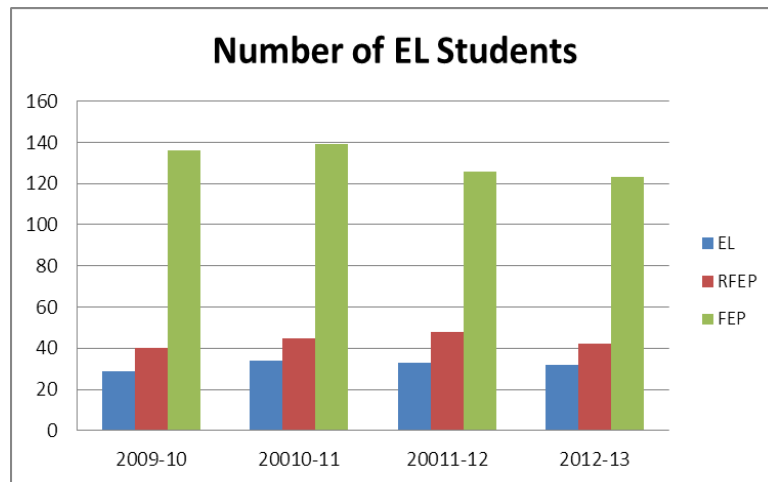
The total number of AP students at SDHS has been increasing along with the number of tests each AP student has attempted. The number of exams grew from 446 in 2010 to 570 in 2012 and declined to 517 in 2013. The number of tests dropping in 2013 is due to decreased sign ups in AP Environmental Science. Students that would have taken that test signed up for Chemistry because of UC changes in entrance

requirements. The number of AP students has remained the same despite declining enrollment and the number of students with a passing score of 3+ has grown from 104 to 179.



The majority of AP students are taking more than 1 AP exam. The percent of students with a passing score of 3 or higher on the AP test grew steadily from 43% in 2010 to 52% in 2013. Although improving over the past four years, the percent of students scoring a 3 or higher on their AP exams has not met State or Global averages.

Language Proficiency



San Dimas High School has a very low incidence of English Learners (EL) at 32 students. The numbers have dropped slightly over the past four years in both the EL and Redesignated (RFEP) population. The small drop in ELs amounts to 3 students. The number of initially Fluent English Proficient (FEP) has dropped by 13 students. Level 1 and 2 EL students are enrolled in the Language! intervention program.

School Climate

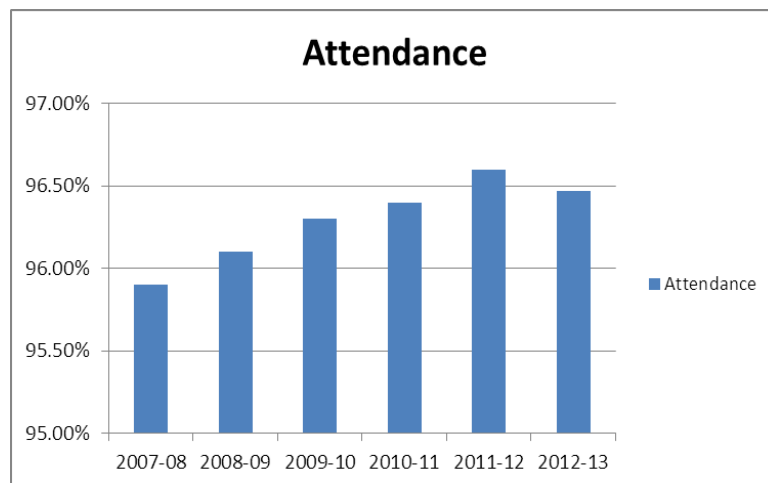
The school climate at San Dimas High School has changed significantly over the past six years. The use of positive announcements, proactive discipline and counseling has helped students and staff feel safe and supported in a way that did not exist before that time. Teachers are now validating students with praise when they demonstrate positive behavior. The principal makes an announcement every Monday morning to discuss respect and to praise outstanding behavior. Lunch passes are used as positive support for good behavior and students receive free drink coupons for the student store when witnessed demonstrating positive behavior.

A new phone extension, 3911, has been put in place. Teachers commented that they had to call two or three extensions in the front office before someone would answer. This was a safety concern and happened because our phone system sent them to voicemail if a person was on the phone or away from their desk. 3911 is designated only for emergency use and appears on nearly every phone in the front office. Office staff have been instructed to stop whatever they are doing if this extension rings. All staff has been instructed to call the extension only for incidents that involve physical harm or harm to property.

The staff was also happy with the installation of door viewers. Many classrooms on campus have no windows, and staff raised the concern of being “blind” if an active shooter was on campus. They asked that viewers be installed. The School Site Council approved the purchase of the viewers and the district maintenance staff installed them in the spring of 2013.

A special pride has developed over the past several years because of the improvements to the stadium and gymnasium. The gym was enlarged in 2012 to include a lobby, restrooms, snack bar, and additional practice court. The locker room was completely renovated. The stadium now has an all-weather track and turf field. These state of the art facilities help to move San Dimas High School toward our vision to be the San Gabriel Valley’s premiere center for powerful teaching and learning, rigorous academics and diverse activities in a community of integrity and respect.

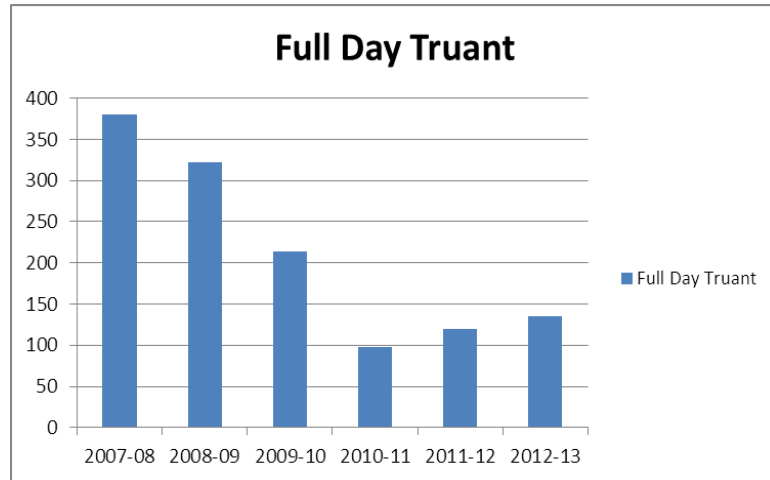
Attendance



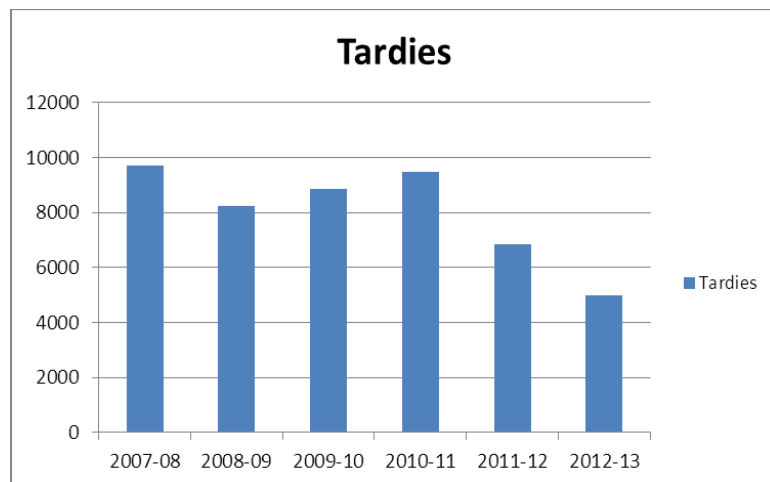
San Dimas High School enjoys a remarkable attendance rate constantly over 96%. Moving such a high rate of attendance higher creates a challenge. A new program began in 2012-2013 with a local car

dealership offering a new car drawing for students with perfect attendance. Students have responded enthusiastically with a 100% increase in the number of students with perfect attendance over last year.

Truancy and Tardies

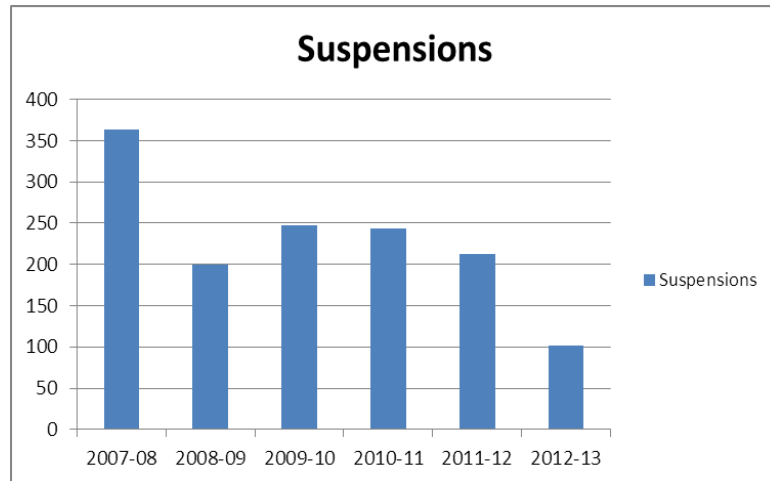


The number of full day truants has decreased over the past six years dropping from 380 to 135. While truancy is not a large issue at San Dimas High School, the School Attendance Review Team (SART) and School Attendance Review Board (SARB) processes are alive and well. The Dean, Counselor, School Resource Officer (SRO) and School Nurse (as appropriate) attend SART meetings and make suggestions as to how to support the student's attendance. Students brought to SART rarely move forward to SARB.

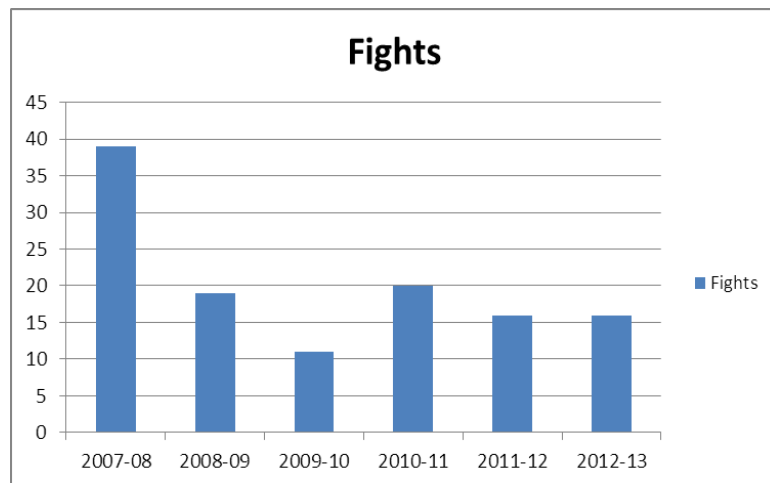


The overall tardy rate at SDHS is at a 6 year low dropping from 9713 to 4992. We attribute this to proactive discipline and teachers making the issue of tardiness an area of focus with students. The front office now issues "automatic" detentions for any student marked tardy in first period attendance. This has caused more accountability for students because the teacher does not have to take time to both mark attendance and write a tardy slip. Students are also sent directly to class instead of waiting in the office for a tardy slip minimizing the time away from class.

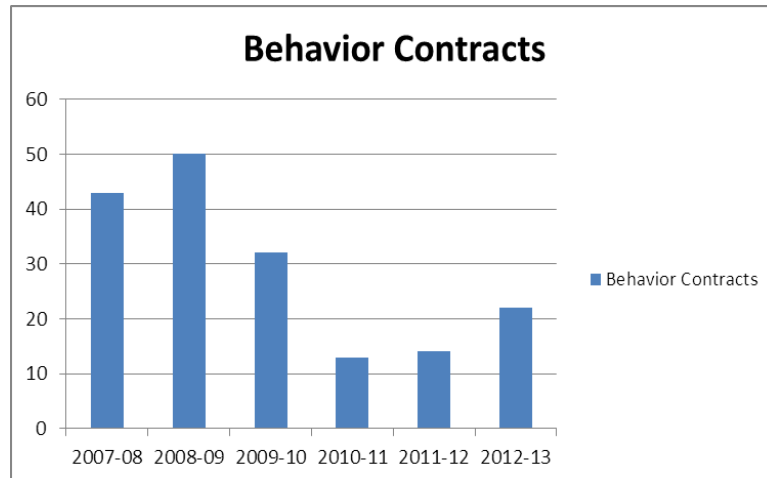
Discipline Data



Suspensions have dropped over the past six years from 363 to 102. Several programs have been put in place to decrease detention including a Friday afternoon detention. This four hour detention is assigned to students that continue to miss Saturday School assignments. In the past, these students would have been suspended.



The positive climate on campus is illustrated by the decline in fights and assaults over the past six years. Fights have dropped from 39 in 2007-2008 to 16 in 2012-13. The data on fights shows over a 50% drop in violent incidents.



Behavior Contracts are at a five year low as of 2011-2012 school year. We attribute this to proactive discipline and counseling. Students with a record of problems are spoken to before problems occur and put on a contract if needed. This proactive approach has led to a drop in the need for discipline contracts. In 2008-2009, a high of 50 contracts were drafted; as of 2012-2013 a total of 22 have been needed. Expulsions are a very rare occurrence at San Dimas High School, with the percent of enrollment expelled in the past four years dropping from .68% to zero.

Staffing

Faculty

All of the 51 teachers are fully credentialed and none are teaching outside of their credentialed area. Two teachers are misaligned with EL students; these teachers hold ROP credentials and teach in our CTE department. Half of the teaching staff holds Master's Degrees and one holds a PHD. There are 43 white, 5 Hispanic, 1 African American and 2 Asian teachers. Teachers have an average experience of 12.6 years in the classroom and 24% have been in the classroom over 20 years. 28 are male and 23 are female. Teachers that are deemed "Highly Qualified" teach 93.6% of core academic subjects.

Support Staff

The school leadership is composed of a Principal and two Assistant Principals. There are two full-time counselors and one 80% counselor (known as School Service Coordinators), one 50% career technician, one 40% librarian, one full-time health clerk and 20% nurse who is also available on an as-needed basis. A Teacher on Special Assignment serves as Dean of Students four periods per day.

Support Staff	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Counselor	3	2.5	2.8	2.8	2.8	2.8
Dean of Students	1	0	0.4	0.4	0.4	0.8
Librarian	1	0.4	0.3	0.4	0.4	0.4
Nurse	0.4	0.2	0.2	0.2	0.2	0.2
Speech/Language	0.4	0.4	0.4	0.4	0.4	0.4

The dean and the number of counselors were decreased in 2009-10 and partially reinstated in the 2010-11 school year to support a new class at SDHS. Special Education Students with severe behavior problems attend the Vista Opportunity Class at SDHS. Students attend a classroom at SDHS, but receive variable credits through our district continuation school, Vista. Many of these students have counseling in their IEP and intensive needs during the school day. An additional .3 counselor was added to provide this support while an additional .4 dean was added to provide support for discipline. Both of these positions are available for all students during the school day. The dean position was increased to 80% for the 2013-14 school year. The school psychologist was also increased to 70% for the 2013-14 school year.

The school has five SpEd Instructional Aides that are assigned to classrooms as need. They each work five hours per day. Some cover students that are grouped into regular education classes; others cover students that may need a 1:1 aide in just one or two classes. Aides are assigned based on student need as determined by IEPs and teacher input.

3.5 Custodians, 2 Locker Room Attendants and a Grounds man see to the cleaning and maintenance of the campus. Overtime is offered to cover large events such as football games, dances or concerts. 2.8 Campus Supervisors provide security on campus from 7:00 am to 4:30 pm. A full time library technician supplements the 40% librarian. The technician allows the library to be open from 7:15 to 3:45 daily.

The Main Office clerical support keeps the office open from 7:00 am to 3:30 pm school days. Two secretaries, a receptionist, attendance clerk, student services clerk, registrar and health clerk work full time. There are also two four hour clerks and a four hour College/Career Center Technician.

Programs

Co-Curricular Programs

Music programs at SDHS include band and choir. Marching Band, Concert Band, Drumline, Color Guard and Jazz Band have all received recognition at festivals and competitions. Approximately 150 students participate in the band program. The Choir has just over 100 members and consists of Chamber Singers, Women's Ensemble and SD Chorale. Students from the Choir have been chosen to participate in regional and state level Honor Choirs. In the last two years over a dozen students have been selected to perform in the Southern California Regional Honor Choir and six students in the California All-State Honor Choir in Pasadena (2012) and San Jose (2013). All of these groups perform extensively in the community and have toured across the United States.

The Science Department has many co-curricular activities and events for students. Many science field trips provide an opportunity to extend learning beyond the classroom walls. Physics classes attend the Knott's Berry Farm Physics Fun Day each March. They collect data on the rides and use physics equations to solve for information regarding the rides. AP Environmental Science students are able to attend annual weekend trips to the East Mojave National Preserve, Coachella Valley Preserve, Mecca Hills Wilderness Area and Joshua Tree National Park. Students learn about ecological and geological features of the areas. The environmental students also attended a climate change conference in Long Beach in March 2012.

In addition to these field trips, students conduct hands-on learning experiences known as the Science Roadshow for elementary and middle school students in Bonita USD and local private schools. These experiences foster high interest in science and an enhanced knowledge of science principles among all participating students, including the chemistry and physics students conducting the experiences.

Students from San Dimas High also participate in numerous academic competitions. These include Science Olympiad, Science Bowl, Ocean Bowl and Solar Cup. Students compete for spots on the teams and spend months preparing for the competitions. The newest team is “Mathletes,” which is preparing now and will compete for the first time in the spring of 2014.

Art students at SDHS enter local and regional completions and showings. Each year the Wildlife Exhibit and Society of Western Arts competitions show work from both the art and ceramic classrooms. Students also compete in the House of Representatives show and have placed or receive honorable mentions.

Extra-Curricular Programs

San Dimas High School is proud of its rich athletic history. Today, SDHS offers sports teams for boys and girls in 13 different sports. Interscholastic, CIF competitions are held throughout the year; SDHS is a member of the Valle Vista League. Listed below are the sports and the seasons in which the teams compete. Over 700 students participate in sports each year.

Fall Sports	Winter Sports	Spring Sports
Cross Country	Basketball	Baseball
Football	Soccer	Golf (Boys)
Tennis (Girls)	Water Polo (Girls)	Softball
Water Polo (Boys)	Wrestling	Swimming
Volleyball		Track and Field
		Tennis (Boys)

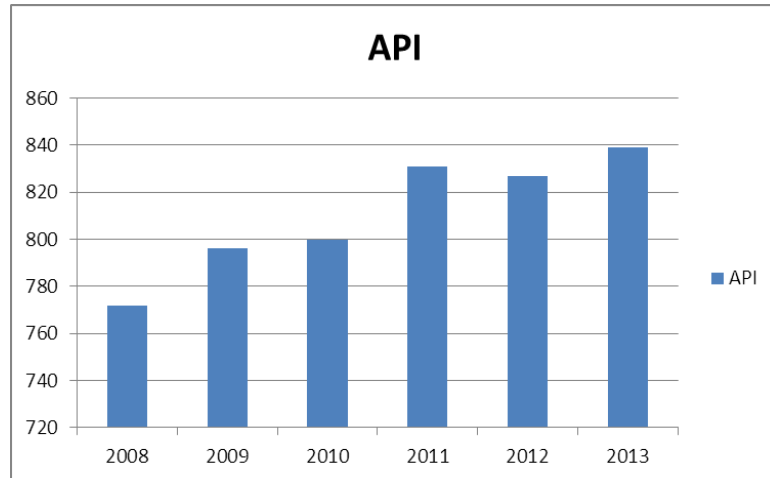
Other extra-curricular programs include school clubs. Some clubs, such as Drama Club, go along with an offered class, but are open to all students.

Number	Club	Description
30	Arts Club	This club’s purpose is to explore and experience different kinds of art.
39	Baking Club	This club’s purpose is to bake goods and raise money for charity.
42	Best Buddies	This club’s purpose is to befriend a variety of mentally handicapped students and build friendships with them.
25	Boys Volleyball	This club’s purpose is to teach boys how to play volleyball.
36	Camera Club	This club’s purpose is to foster an application for photography and the role it plays in society.
44	Club Rock	This club’s purpose is to foster interest in science outside the classroom through field trips and academic competitions.
56	CSF	This club’s purpose is to foster scholarship and community service.
26	Culture Club	This club’s purpose is to learn about the different cultures and help foreign students.
30	Culture Shock	This club’s purpose is to be aware of different types of dance, learn to dance, and enjoy each other’s company.
36	Dance Class Club	This club’s purpose is to further explore the art form of dance, and support/ enhance the class/ program

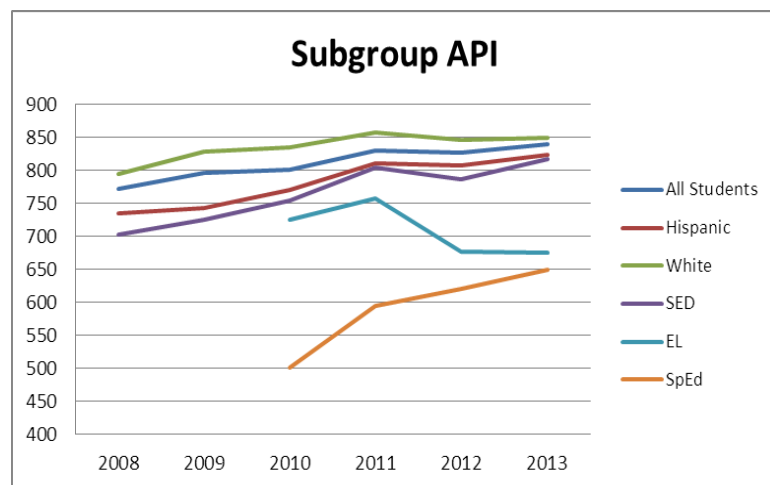
Number	Club	Description
33	Debate Club	This club's purpose is to debate and express inner opinions.
26	Doctor Who	This club's purpose is to entertain fans of Doctor Who.
25	Drama Club	This club's purpose is to allow students to learn about theatre and have a place to belong.
29	Express Yourself	This club's purpose is to express your feelings, thoughts or anything through all forms of art.
38	French Club	This club's purpose is to experience and appreciate the French culture.
60	GSA	This club's purpose is to support and help stop bullying.
25	Hiking Club	This club's purpose is to enjoy outdoors, discover new hiking trails.
29	Impact	This club's purpose is to be a loving light on the campus and share the "good news" with Christ's love.
31	Interact	This club's purpose is to volunteer locally and nationally, build relationships with others and build character.
32	Karaoke Club	This club's purpose is to sing and to be oneself.
64	Key Club	This club's purpose is to offer community service opportunities as well as teach students how to better themselves as people.
25	Mathletes	This club's purpose is to explore mathematic concepts and win math competitions.
32	Nerds United	This club's purpose is for AP and honor students to form study groups where they can do homework and help each other.
51	NHS	This club's purpose is to offer community service opportunities with a membership based on academics.
77	Relay for Life	This club's purpose is to prepare students to raise money for Relay for Life.
25	STAND	Students Together and National Diversity. This club's purpose is to promote culture and diversity while participating to make a better community.
36	Student for Student	This club's purpose is to communicate with the student body.
58	The Legion	This club's purpose is to promote school spirit and school events.
44	Travel Club	This club's purpose is to generate appreciation for travel.
47	Volunteering Society	This club's purpose is to provide students with volunteering opportunities.
26	Writers Circle	This club's purpose is to spread an appreciation of literature and have writing skills in poetry, creative nonfiction and fiction.

Student Performance Data

API



The school API has grown from 772 to 839 over the past six years. The growth can be attributed to adding a variety of interventions including Language! for students struggling with reading and a focus on data driven instructional strategies, CAHSEE classes to support students that have failed or are in danger of failing the test, and co-teaching for SpEd classes. There has also been training and a new emphasis on research based instructional strategies.



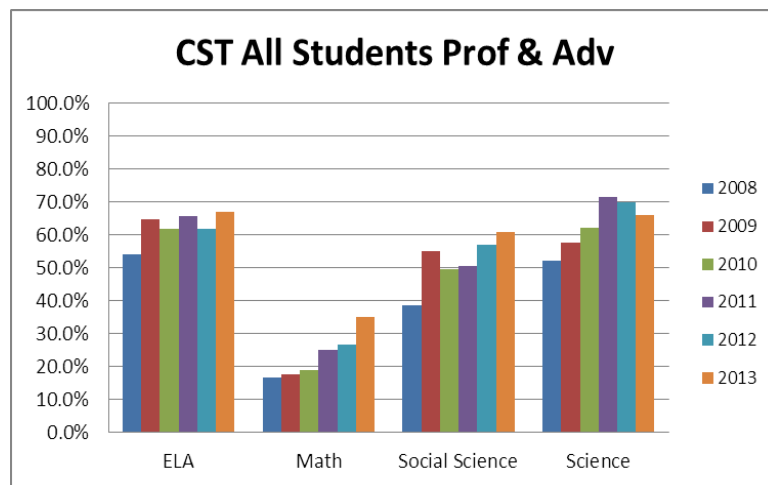
SDHS has three significant subgroups: Hispanic, White and SED. The achievement gap between these three subgroups has continued to close over the past six years. The most significant growth is SED students growing over 100 points from 703 to 817. We also track SpEd and EL students because, even though they have very small numbers and are not considered significant by AYP standards, they are our neediest students. All of the subgroups at San Dimas High School have improved their API over the last six years with the exception of English Learners. At the same time the API has grown, the achievement gap for our subgroups has closed significantly. The most significant gain has been our SpEd students closing the gap by 150 points. This is attributed to targeted interventions in the form of co-teaching

classes and Language! classes. Hispanic students have cut their gap by more than half from nearly 40 points in 2008 to 16 points in 2013. SED students have closed the gap from 70 in 2008 to 22 in 2013.

Similar Schools Ranking			
	2009	2010	2011
State Rank	8	8	9
Similar Rank	5	4	8

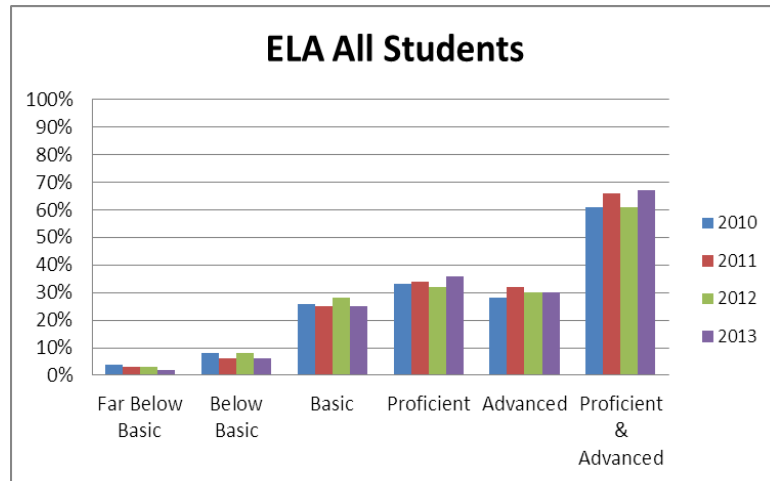
The consistent growth in API has been reflected in the School Ranking and Similar School Ranking. The School Rank has increased from 8 to 9 and the Similar School Rank from 5 to 8.

CST

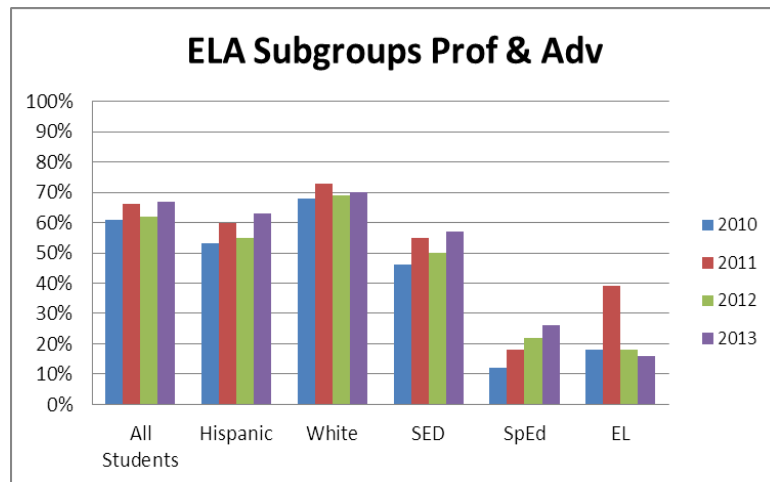


Findings: All core areas show an increase in percent proficient and advanced from 2008 to 2013 except Science. Science has dropped from 71% to 66% in the past three years. Social Science and Math have shown the greatest increase in that time span. Math scores have doubled from 17% to 35% and remain significantly behind the other disciplines.

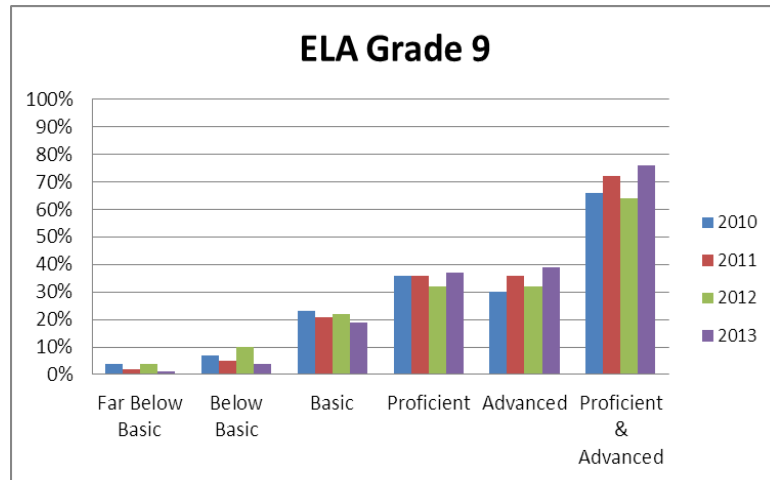
English Language Arts



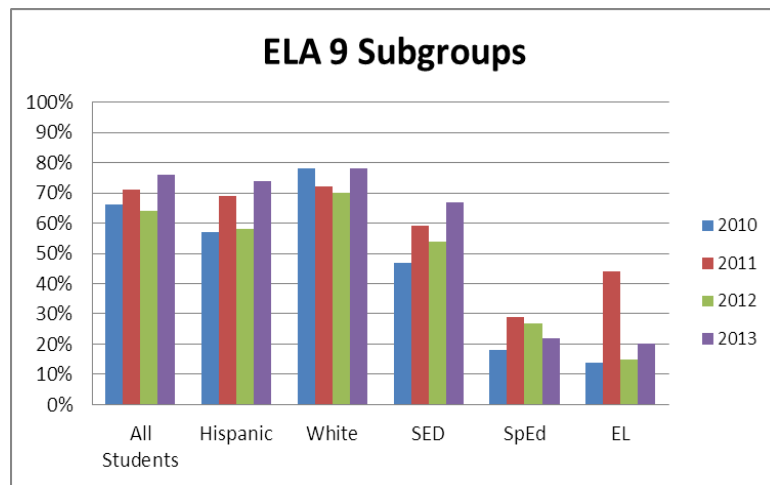
Findings: 67% of students score proficient or advanced in CST ELA testing. While the number of students scoring proficient and advanced has grown from 60% to 67%, the numbers of BB and FBB have decreased from 12% to 8%.



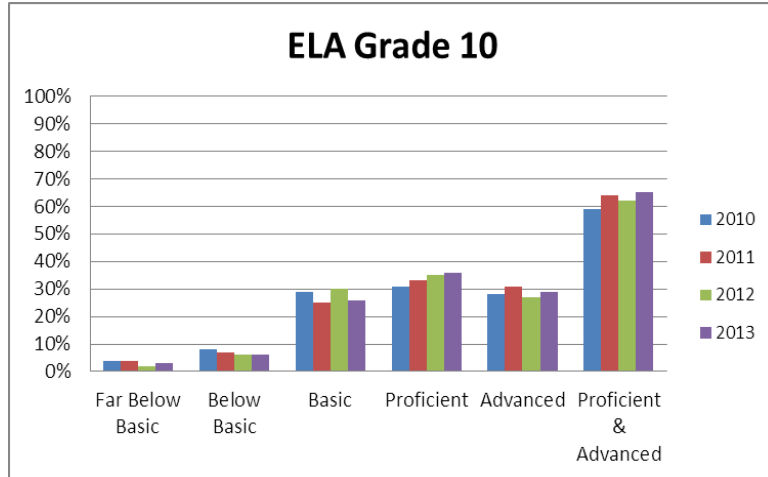
Findings: The achievement gap has been closing for subgroups except EL. EL students have decreased in the number of students scoring proficient or advanced from 18% in 2010 to 16% in 2013. There was a one year spike of EL scores in 2011. The EL subgroup was made up of 25 students in 2013. The largest gain was in SpEd and SED students improving 14% and 11% respectively.



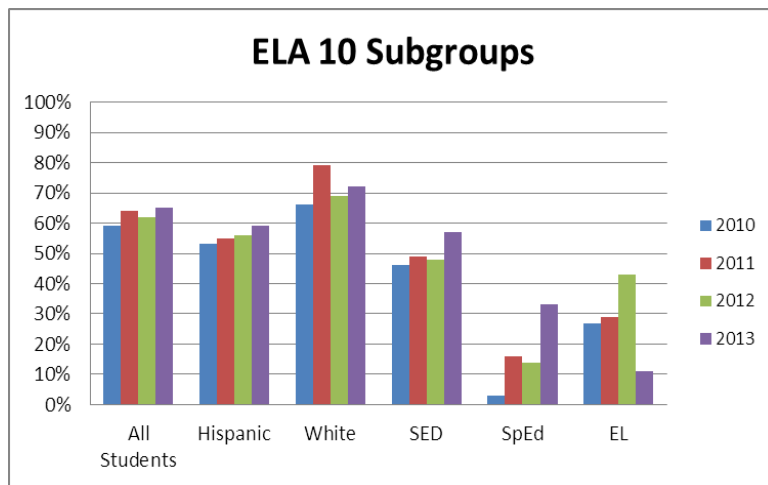
Findings: 76% of students score proficient or advanced in CST ELA testing. While the number of students scoring proficient and advanced has grown from 66% to 76%, the numbers of BB and FBB have decreased from 11% to 5%.



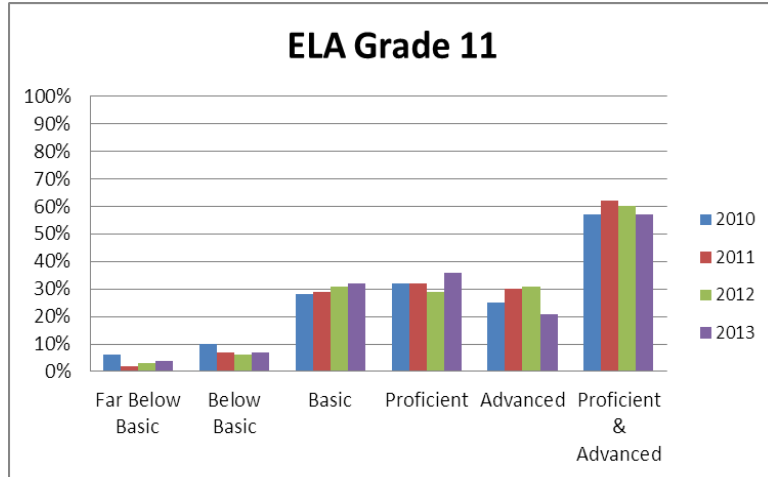
Findings: The achievement gap for all subgroups has narrowed over the past four years. SED students made the most gain moving from 47% proficient or advanced to 67%.



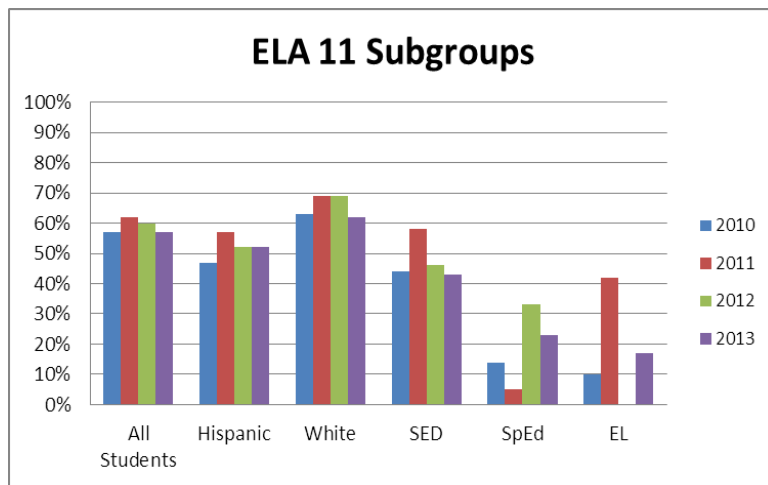
Findings: 65% of students score proficient or advanced in CST ELA testing. While the number of students scoring proficient and advanced has grown from 59% to 65%, the numbers of BB and FBB have decreased from 12% to 9%.



Findings: All subgroups have closed the achievement gap over the past four years except EL students in 2013. SpEd students have made the biggest gains moving from 3% proficient or advanced to 33%.

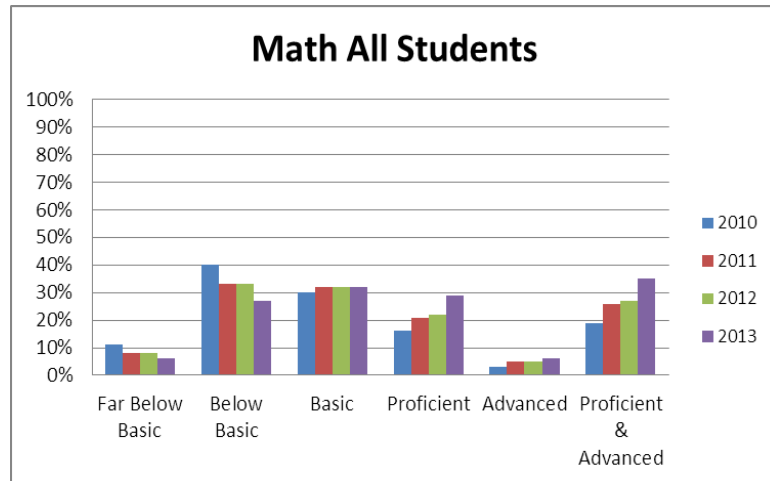


Findings: The numbers of students scoring proficient and advanced has decreased from 62% to 57% over the last three years. Over the past four years, the numbers of students scoring FBB and BB have decreased from 16% to 11%.

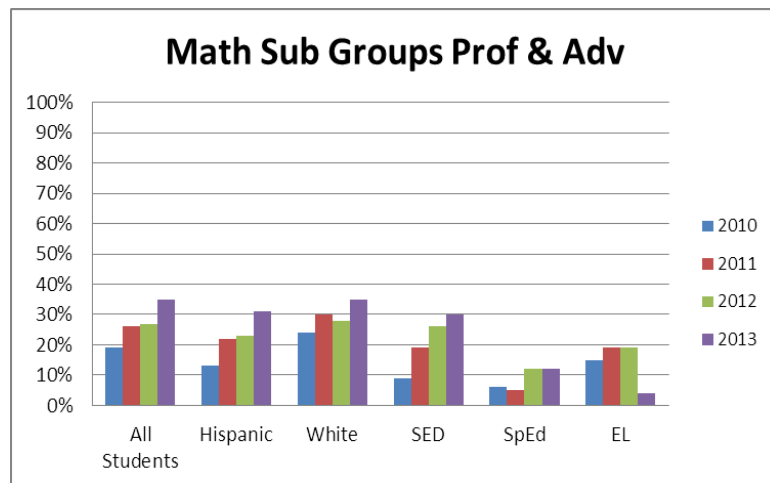


Findings: All subgroups have closed the achievement gap over the past three years except SED students have remained flat. The largest gain was in SpEd students moving from 14% proficient or advanced to 33% then dropping to 23% in 2013.

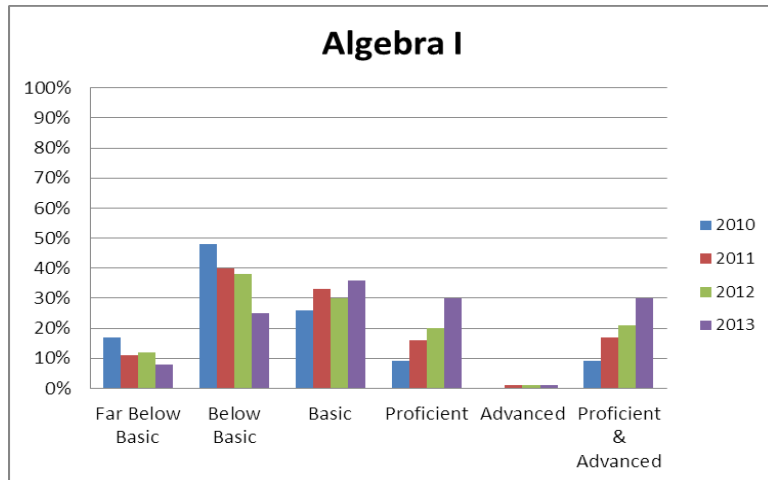
Math



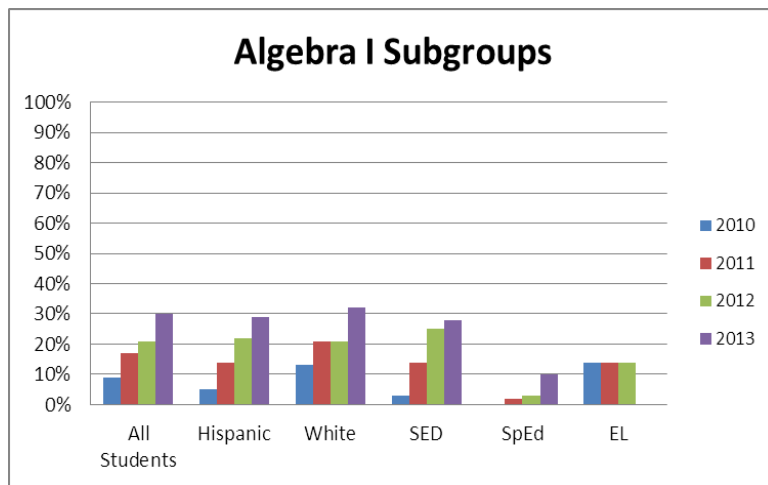
Findings: Overall math scores have continued to rise over the past four years. The number of students scoring proficient or advanced has grown from 19% to 35%. During the same time, the number of students scoring FBB or BB has declined from 51% to 33%. The number of students scoring basic has remained virtually the same.



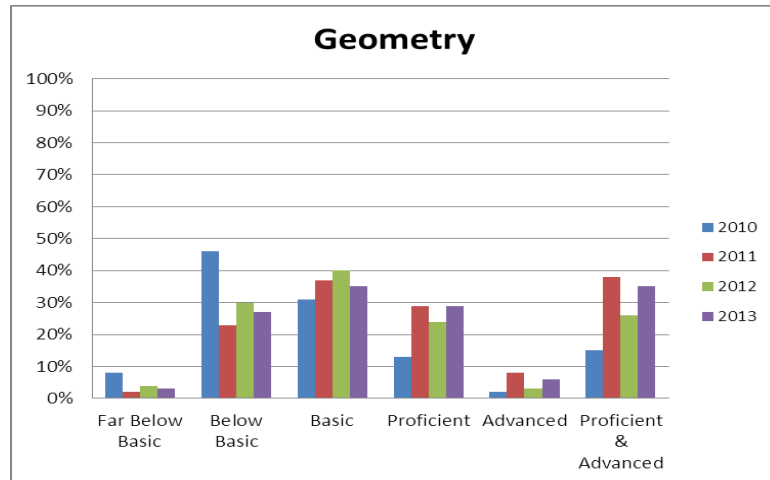
Findings: Subgroup scores in math have followed the same upward trend as overall scores for the past four years. SED students have shown the most growth moving from 9% proficient or advanced to 30%. EL students showed a steady gain from 2010-2012 and dropped off in 2013. The achievement gap has also closed between the highest scoring subgroup (white) and all other groups except EL in 2013. The number of students in the EL subgroup in 2013 was 25.



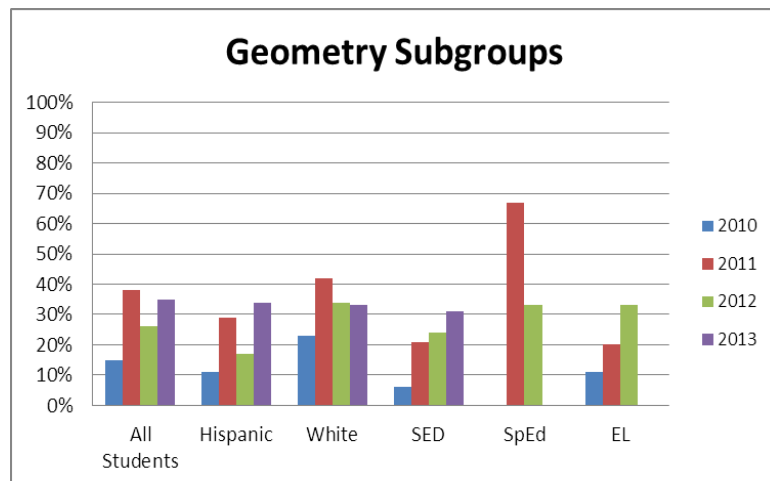
Findings: Algebra I scores have shown a 21 point growth in students scoring proficient or advanced moving from 9% to 30%. At the same time, the number of BB and FBB students has declined from 65% to 33%.



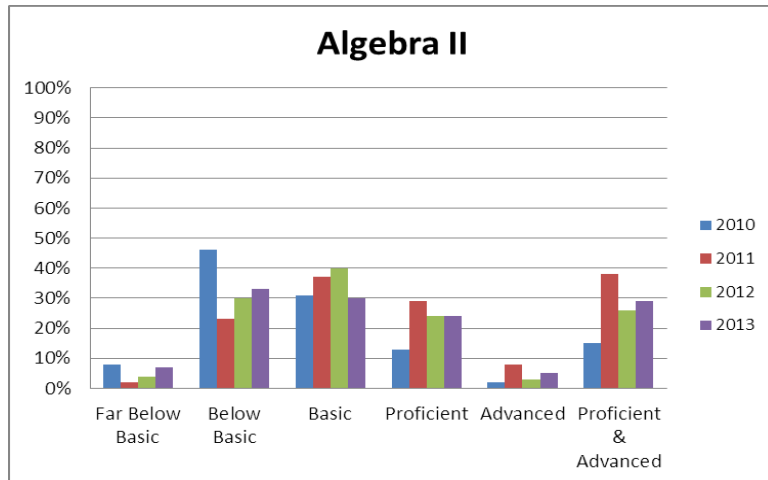
Findings: All subgroups have improved in Algebra I with the exception of EL students who remained even until 2012. SED students lead the growth passing White students and moving the bar higher for all students until 2013. SED students moved from 3% to 28% proficient or advanced. Hispanic students also passed White students in 2011 and 2012 moving from 5% to 29% proficient or advanced overall. EL students dropped to 0% in 2013. 16 students made up the EL subgroup.



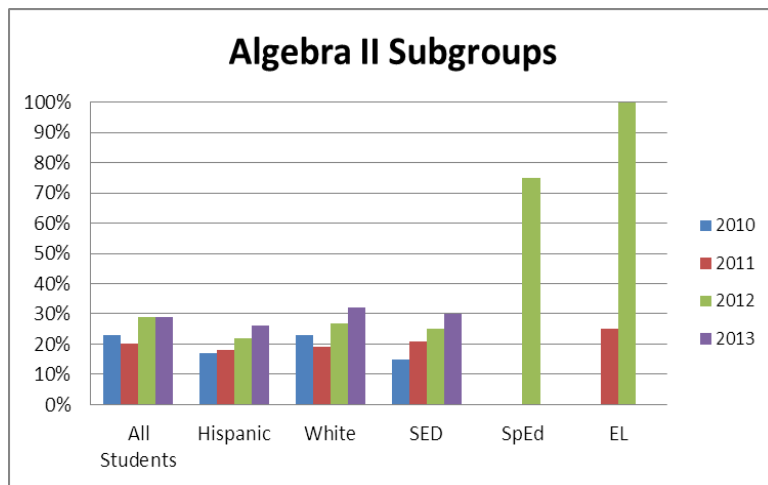
Findings: The number of students scoring proficient or advanced has increased from 15% in 2010 to 35% in 2013. The number of students scoring BB or FBB dropped from 54% to 30%.



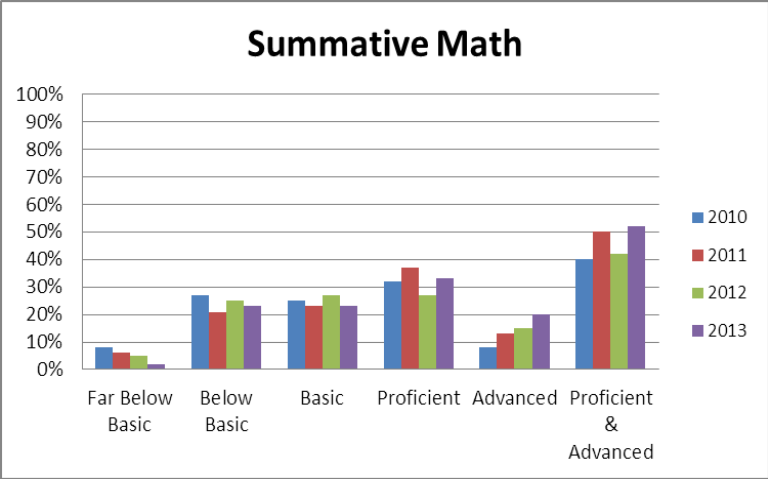
Findings: All groups have shown growth in the number of students scoring proficient or advanced with the exception of SpEd and EL. SpEd data was not available for the 2010 school year. SED students showed growth in all years moving from 6% to 31% proficient and advanced. EL students showed growth from 2010 to 2012 moving from 11% to 33% proficient or advanced then dropped to 0% in 2013. Four students were in the 2013 EL subgroup.



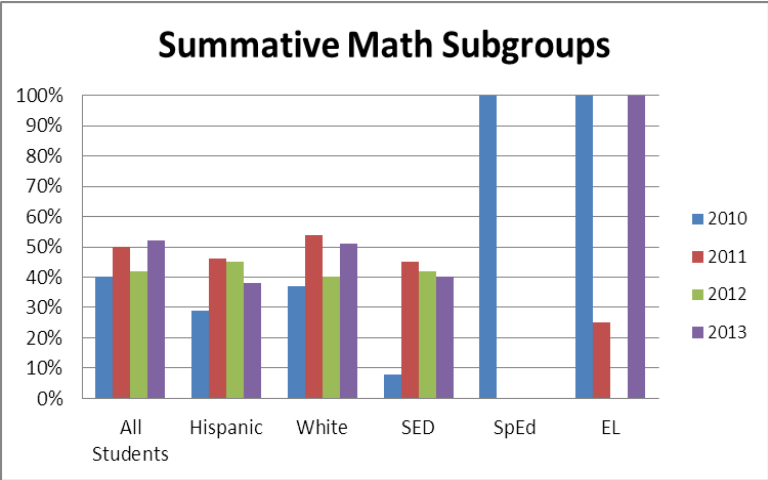
Findings: The number of students scoring proficient or advanced increased from 15% to 29%. The number of students scoring BB or FBB dropped from 54% to 40% but is on the rise over the past three years from 30% to 40%.



Findings: All groups have shown significant growth in the number of students proficient or advanced with the exception of SpEd and EL. SpEd and EL scores were not available in 2010 and represent as few as 1 student. Hispanic, White and SED students all showed growth. SED students showed the most consistent growth moving from 15% to 30% proficient or advanced.

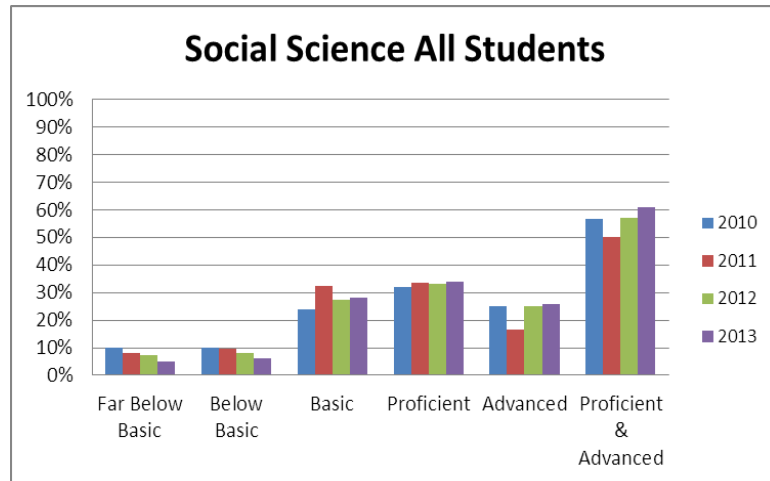


Findings: The number of students scoring proficient or advanced increased from 40% to 52%. The number of students scoring BB or FBB dropped from 35% to 25%.

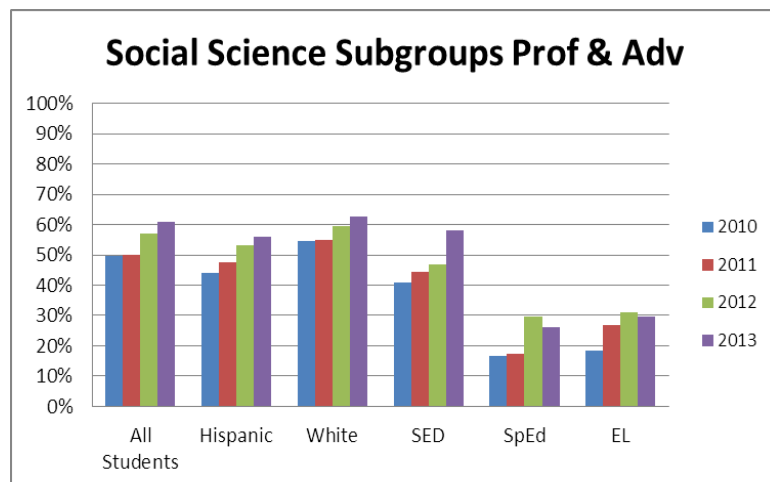


Findings: All groups have shown growth over the past three years. SpEd and EL data show participation of as few as 1 student. Hispanic and SED students have grown, but show a declining trend over the past three years. SED students have shown the most growth moving from 8% to 40% proficient or advanced.

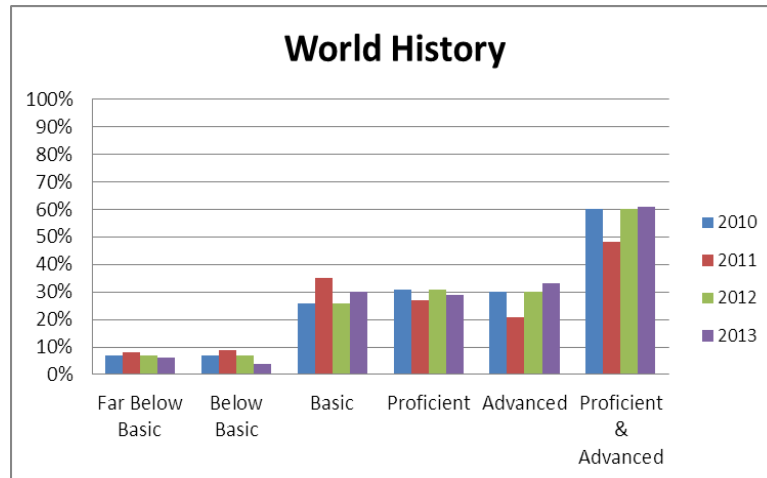
Social Science



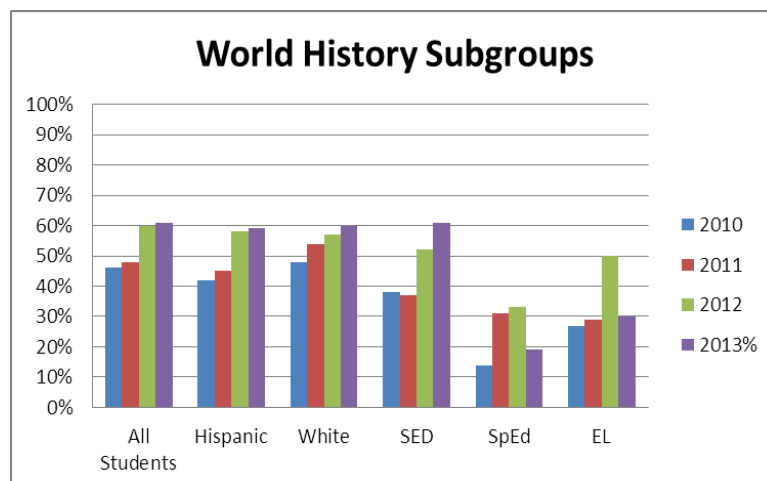
Findings: The number of students scoring proficient or advanced increased from 57% to 61%. The number of students scoring BB or FBB dropped from 20% to 11%.



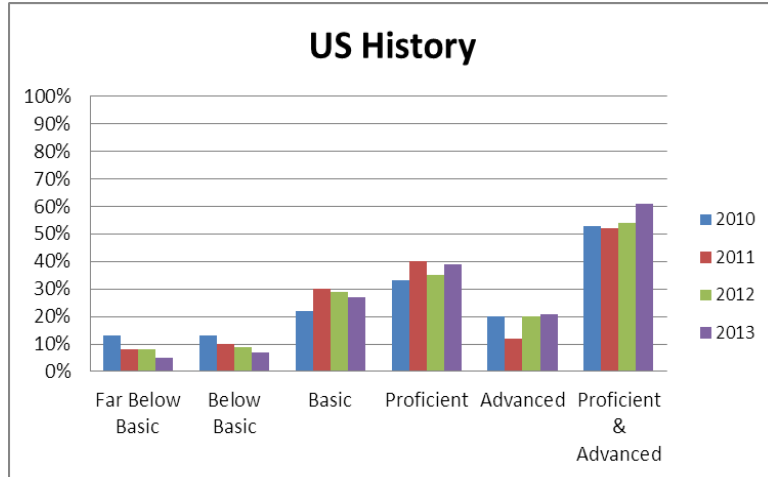
Findings: All subgroups have shown a steady growth in Social Science scores over the past four years. SpEd showed the most growth moving from 19% proficient or advanced to 30% and then dropping to 26% in 2013. EL students have also shown significant growth moving from 19% proficient or advanced to 30%. SED students showed the most growth moving from 41% to 58%.



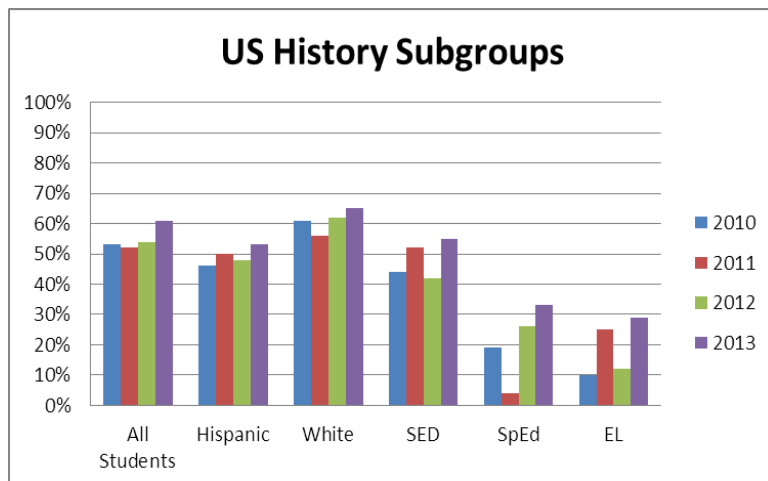
Findings: The number of students scoring proficient or advanced has grown from 60% to 61%. The number of students scoring BB or FBB has dropped from 14% to 10%.



Findings: All subgroups have shown growth in the past four years with SpEd and EL students dropping in 2013. SED and Hispanic students showed the most growth moving from 38% to 61% proficient or advanced and 42% to 59% respectively.

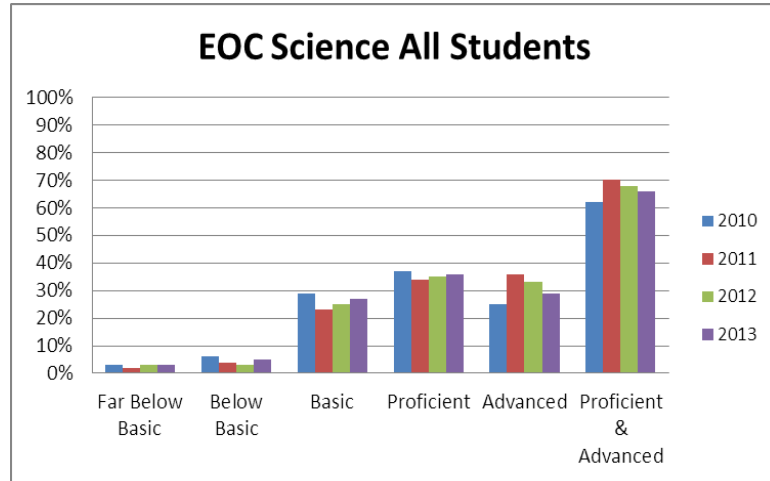


Findings: The number of students scoring proficient or advanced has grown from 53% to 61%. The number of students scoring BB or FBB has declined from 26% to 13% over the same period.

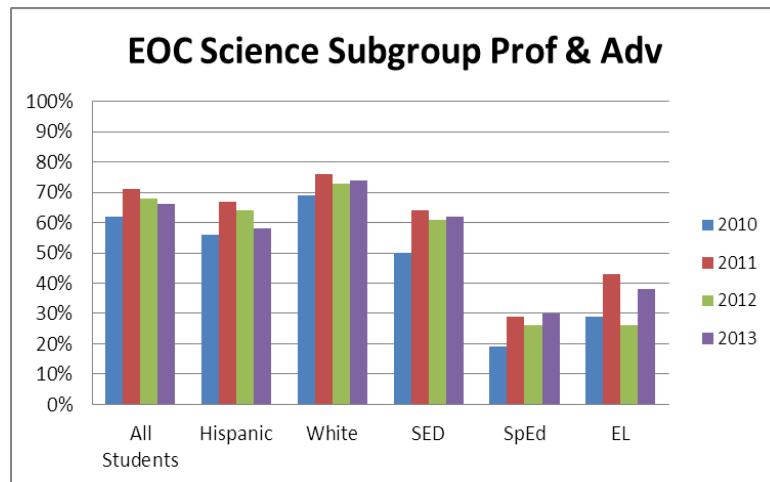


Findings: All subgroups have shown significant growth in the past four years. EL students have shown the most growth moving from 10% proficient or advanced to 29%. SpEd students have also shown significant growth moving from 19% to 33%.

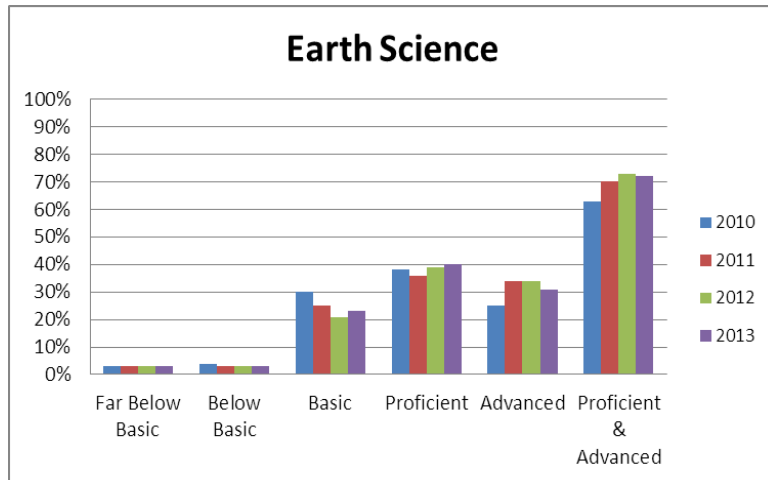
Science



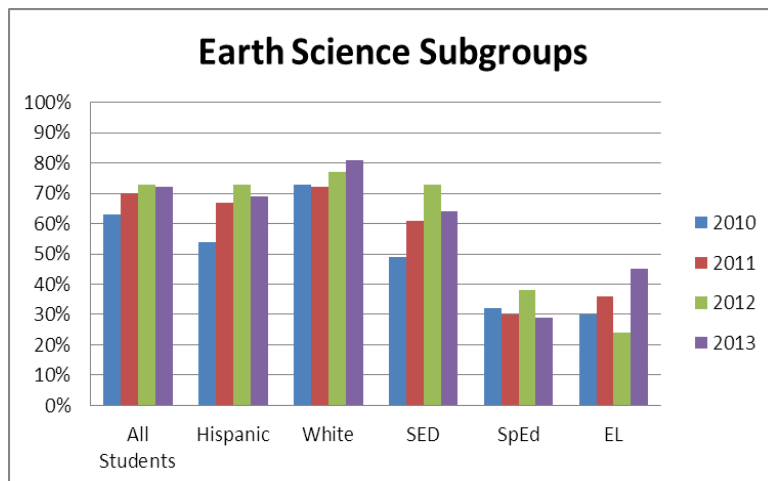
Findings: The number of students scoring proficient or advanced has increased from 62% to 66% over the past four years, although the past three years have declined from 70% to 66%. The number of students scoring BB or FBB has dropped from 9% to 8%.



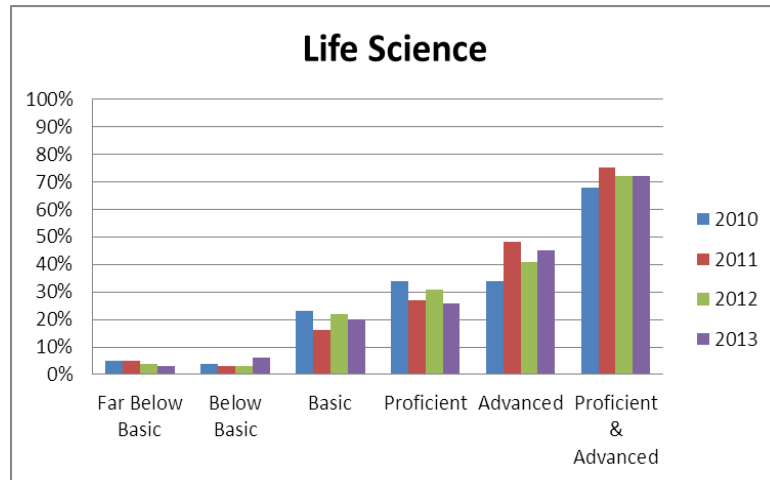
Findings: All subgroups have shown growth over the past four years. The achievement gap has also closed for all groups. The most significant growth is in SED students moving from a 12 point gap to a 4 point gap. There is a three year trend of decline in the Hispanic population.



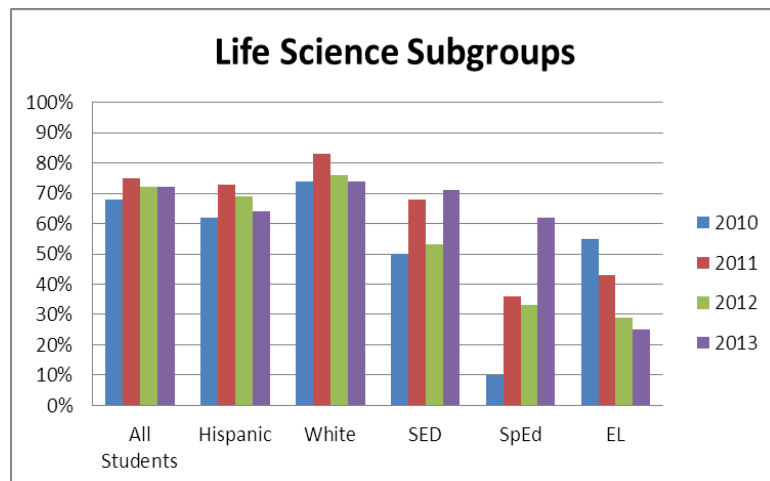
Findings: The number of students scoring proficient or advanced has grown from 63% to 72%. The number of students scoring BB or FBB has dropped from 7% to 6%.



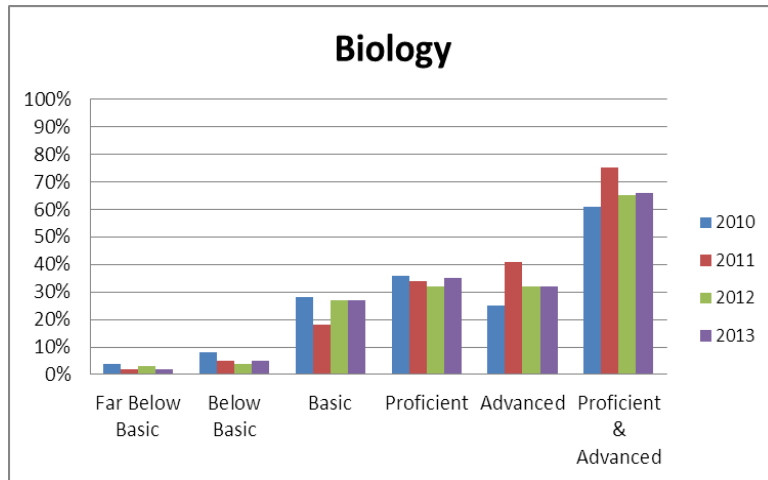
Findings: All subgroups have shown growth over the past four years except SpEd. The SpEd students scored higher in 2012 and then dropped from 32% in 2010 to 29% in 2013. Hispanic and SED students both grew 15 points from 2010 to 2013.



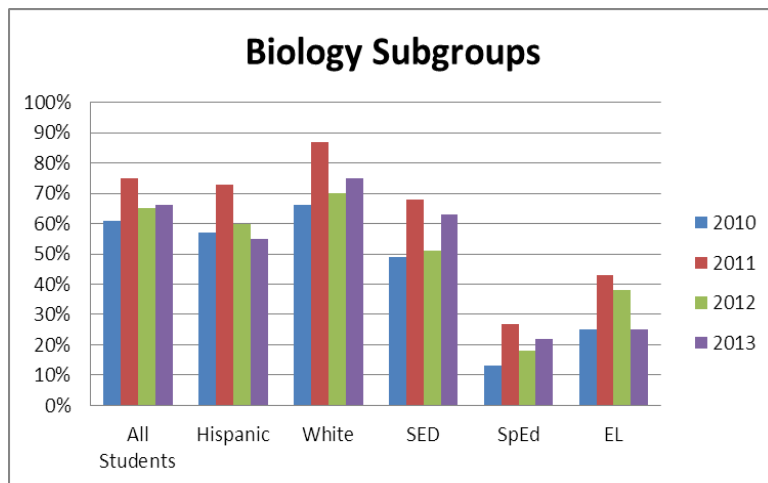
Findings: The number of students scoring proficient or advanced has grown from 68% to 72%. The number of students scoring BB or FBB has remained the same at 9%.



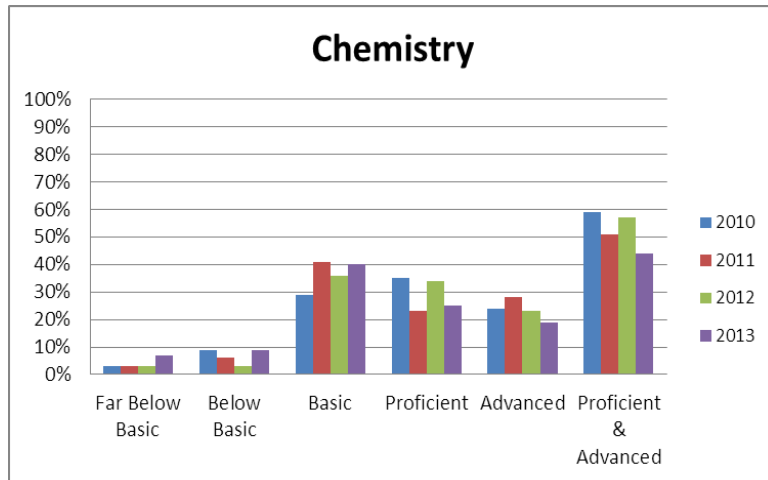
Findings: All subgroups showed growth from 2010 to 2013 except EL students. EL students dropped from 55% to 25%. This subgroup was made up of 7 to 8 students. SpEd students showed the most growth moving from 10% to 62%. SED students grew from 50% to 71%.



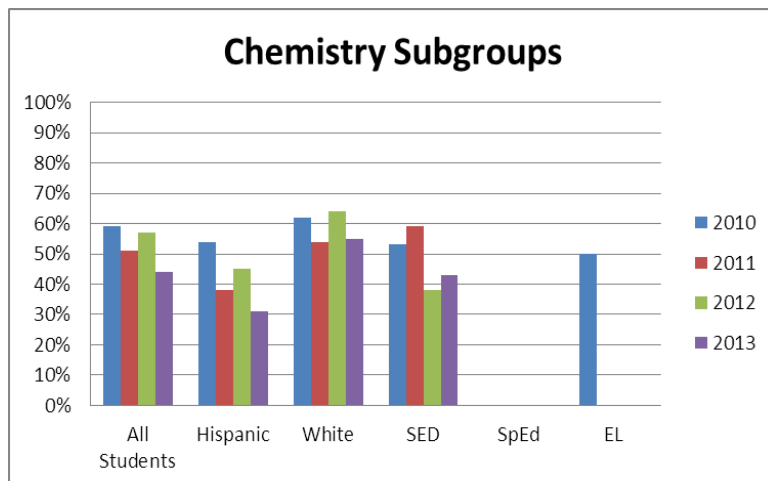
Findings: The number of students scoring proficient or advanced has grown from 61% to 66%. The number of students scoring BB or FBB has declined from 12% to 7% over the same period.



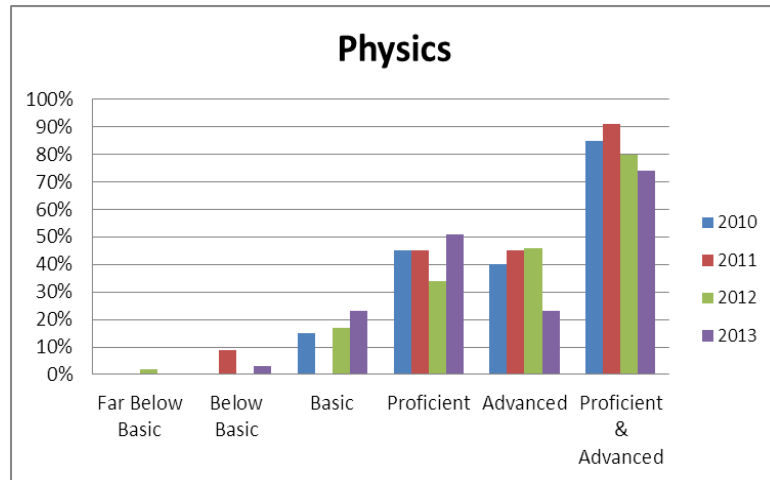
Findings: All subgroups have shown growth over the past four years except Hispanic students. Hispanic Students dropped from 57% proficient or advanced to 55%. SED students showed the most growth moving from 49% to 63%.



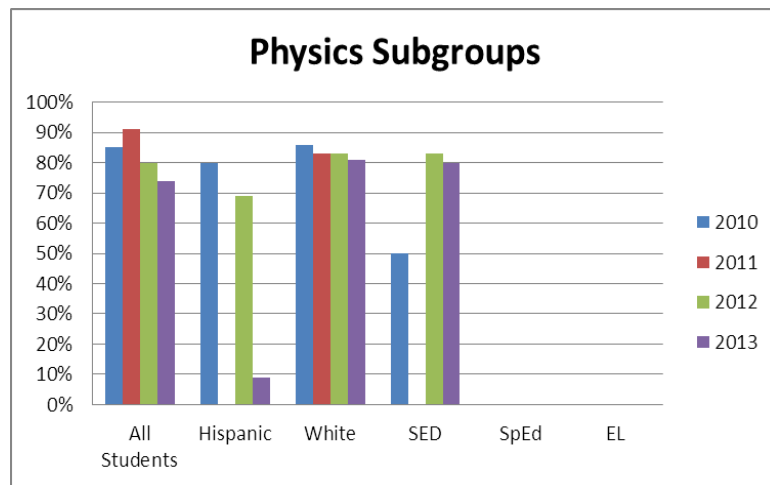
Findings: The numbers of students scoring proficient or advanced has decreased from 59% to 44% over the past three years. The numbers of students scoring BB and FBB has also decreased from 12% to 6%.



Findings: The number of subgroup students scoring proficient or advanced in Chemistry has declined over the past four years. Hispanic students showed the largest decline moving from 54% to 31%. No SpEd students took Chemistry and between 0 and 2 EL students have taken the course.



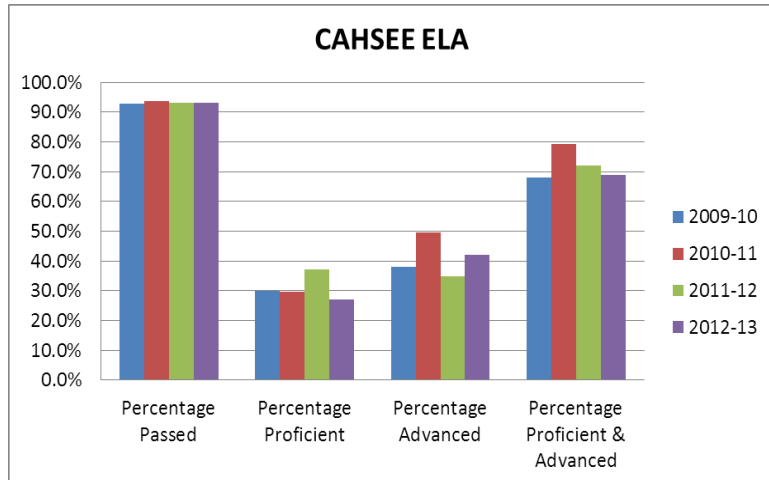
Findings: The number of students scoring proficient or advanced decreased from 85% to 74%. Almost no students score BB or FBB in most years. It should be noticed that the number of students taking this test ranges from 11 to 35 because many of the physics students are seniors.



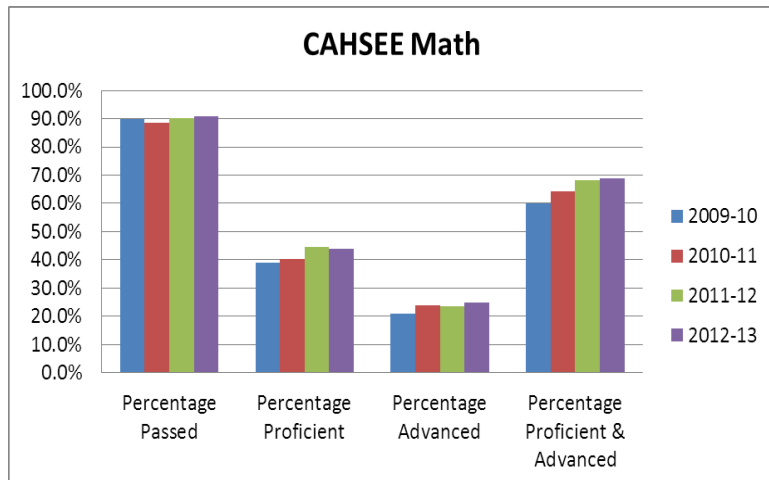
Findings: The number of subgroup students scoring proficient or advanced has dropped from 85% to 75% over the past four years. No SpEd or EL students have taken the course. The scores represent from 1 to 45 students in a subgroup. Seniors enrolled in the course are not represented. White students have dropped from 86% to 82% while SED students grew from 50% to 80%. Hispanic students dropped from 80% to 9%. The Hispanic subgroup represents from 3 to 16 students.

California High School Exit Exam

All students at San Dimas High School pass the CAHSEE with the exception of waived SpEd students. SpEd students and students that have not passed the CAHSEE are enrolled in CAHSEE support classes in Math and/or English. Tenth grade students identified (through multiple measures) as being at risk of not passing the CAHSEE on their first attempt are also enrolled in a CAHSEE support class prior to the test.



Findings: First time CAHSEE ELA pass rates exceeded 90% for each of the last four years. The number of students scoring proficient and advanced has declined from a high in 2010-11 of 79% to 69% in 2012-13.



Findings: First time CAHSEE Math pass rates exceeded 90% for the past two years. The number proficient and advanced has grown from 60% to 69%.

AYP

	2009-10	2010-11	2011-12	2012-13
Made Schoolwide AYP	Yes	Yes	No	No
Met AYP Criteria	18 of 18	18 of 18	16 of 18	14 of 18
ELA Participation Rate	Yes	Yes	Yes	Yes
Mathematics Participation Rate	Yes	Yes	Yes	Yes
ELA Percent Proficient	Yes	Yes	Yes	Yes
Mathematics Percent Proficient	Yes	Yes	Yes	Yes
Academic Performance Index (API)	Yes	Yes	Yes	Yes
Graduation Rate	Yes	Yes	Yes	Yes

2011-12 was the first year the school did not meet all Schoolwide AYP targets. While scores have continued to rise, they have not kept up with the rising target. SED students met targets in 2012-13, however White and Hispanic students did not. Participation, API and graduation rates have been met every year. SpEd and EL students are tracked by SDHS, but are not considered significant subgroups by AYP standards.

Subgroup AYP ELA

	2009-10	2010-11	2011-12	2012-13
Schoolwide	Yes	Yes	Yes	No
Hispanic	Yes	Yes	No	No
White	Yes	Yes	Yes	No
Socioeconomically Disadvantaged	Yes	Yes	No	Yes

Subgroup AYP Math

	2009-10	2010-11	2011-12	2012-13
Schoolwide	Yes	Yes	Yes	Yes
Hispanic	Yes	Yes	Yes	No
White	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes

CELDT

	9	10	11	12	Total
Advanced	3	4	3	4	14
	27%	50%	43%	50%	41%
Early Advanced	6	1	4	2	13
	55%	13%	57%	25%	38%
Intermediate	1	3	0	1	5
	9%	38%	0%	13%	15%
Early Intermediate	1	0	0	0	1
	9%	0%	0%	0%	3%
Beginning	0	0	0	1	1
	0%	0%	0%	13%	3%
Number Tested	11	8	7	8	34
	100%	100%	100%	100%	100%

CELDT Testing shows seven students at or below the intermediate level. A total of 79% of the 34 EL students are Early Advanced or Advanced. 100% of EL students are tested every year.

AMAOs

The number of students reported in March of 2013 was the same as the CELDT, 34. Of these students, 88.2% met AMAO 1. Because there were less than 30 students in the five-year cohort (28), there was no data reported for AMAO 2.

SAT/ACT

	2009-10	2010-11	2011-12	2012-13
SAT - Students Tested	190	204	251	241
SAT - Percent of Enrollment	15.0%	15.9%	20.0%	19.6%
ACT - Students Who Tested	24	30	36	46
ACT - Percent of Enrollment	1.9%	2.3%	2.9%	3.7%

The number of students taking the SAT test increased from 190 in 2009-10 to 241 in 2012-13. The number of students taking the ACT test increased from 24 to 46 over the same period.

AP Courses

	2009-10	2010-11	2011-12	2012-13
Number of Courses	13	15	13	15
Number of Students Who Tested	241	267	276	238
Number Tests Taken	446	491	570	517
Number Passed	177	194	232	237
Percentage Passed	40.0%	40.0%	41.0%	45.8%
Percentage of Enrollment Tested	19.0%	20.8%	22.5%	19%

The number of AP tests taken and the number of students tested grew through 2012. The number of tests also grew from 241 to 276; this is in spite of budget cuts causing two less AP courses to be offered. In 2013, the enrollment in AP Environmental Science dropped significantly and resulted in fewer students taking AP tests. This was due to the UC system changing their entrance requirements. The overall pass rate has increased from 40% to 45.8%.

A-G Requirements

	2009-10	2010-11	2011-12	2012-13
Number of Seniors Meeting A-G	74	88	113	138
Percentage Seniors Meeting A-G	30.0%	30.6%	35.3%	44.8%

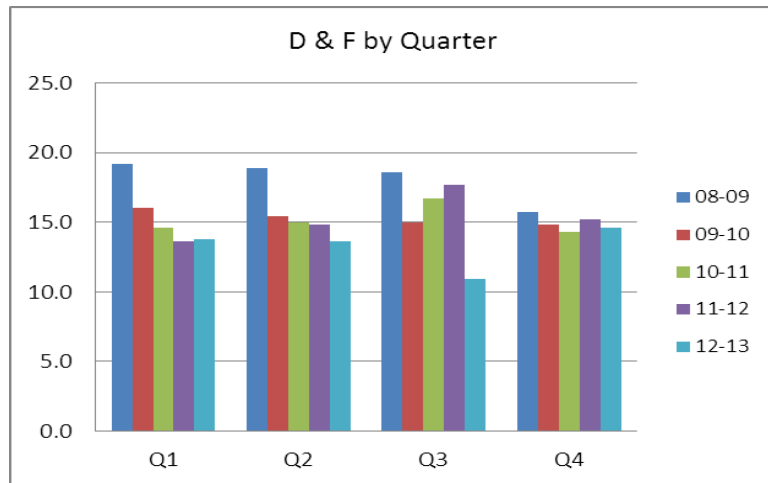
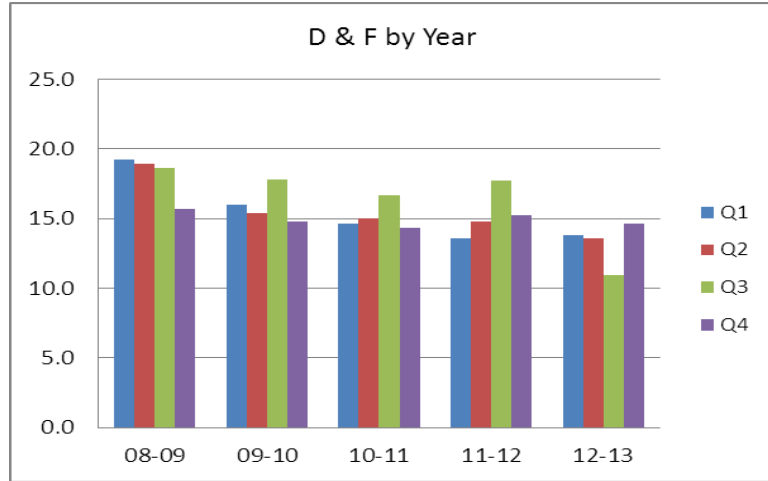
The number of students meeting A-G requirements has grown 15% over the past four years.

Algebra I Enrollment

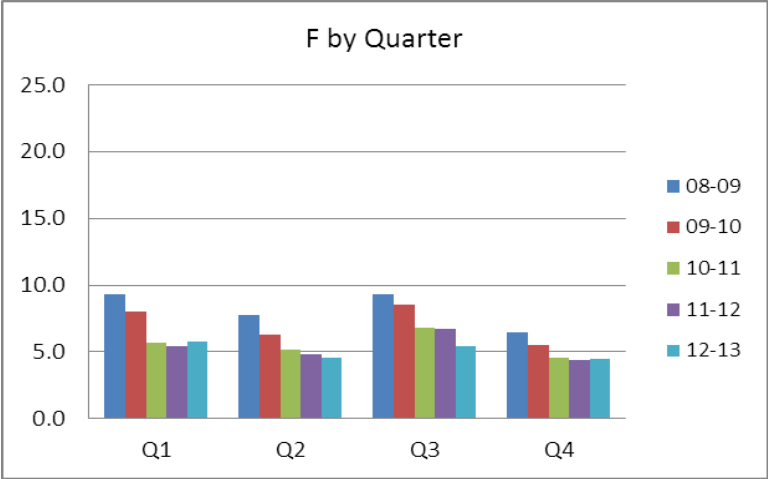
All regular education students are enrolled in Algebra I or higher classes. The majority of Special Education students take co-teaching Algebra or co-teaching Geometry Concepts with the regular

education students. The percentage of SpEd students that score proficient or advanced in Algebra I has grown from 0% to 3%, the number of basic students has grown from 6% to 16%. The result is a drop in the number of SpEd students scoring BB and FBB from 94% to 80%.

D & F Rates



Findings: In 2008, SDHS began tracking D & F rates. Since that time, the rates have shown a steady decline. First quarter has dropped from 19.2% D & F to 13.8%. Quarter three dropped from 18.6% to 10.9%. Even more significant is that while the numbers of D & F is down, the number of F grades is also down as seen below. This means that of the grades left, a larger portion is passing with a D.

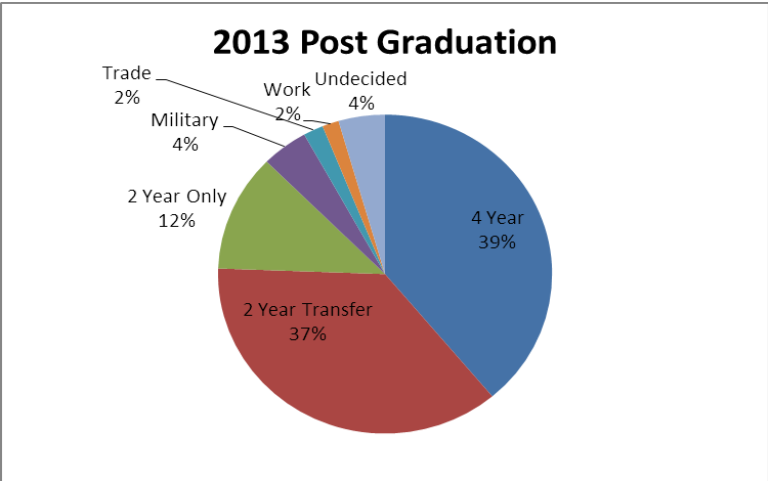


Graduation Rate

	2008-09	2009-10	2010-11	2011-12	2012-13
Number of Non-Grads	2	1	1	0	0
Percentage of Seniors Graduated	99.7%	99.9%	99.9%	100.0%	100%

The graduation rate at San Dimas High School was 100% for the class of 2012 and 2013. The rate is above 99% for the past five years.

Post Enrollment



The San Dimas High School graduating class of 2013 consisted of 308 students. Upon graduation, the graduates' Fall 2013 plans were as follows: 39% planned to attend a four year college or university, 37% planned to transfer from a community college to a university, 12% planned to attend only a community college, 4% planned to join the armed services, 2% planned to attend a trade school, less than 2% planned to work full-time and 2% of the students were undecided.



CHAPTER 2 PROGRESS REPORT

Progress Report

School Staff and Awards

Since our last full WASC Accreditation, several significant developments have occurred. SDHS Administration has changed with the elimination of the Dean, a new Principal and a new Assistant Principal. The Dean position was reinstated as a teacher on special assignment at 40% due to the addition of the Vista Opportunity Class. This year the position has been increased to 80%, but is still not an administrator. Class Size Reduction in 9th grade ELA and Math was increased from 20:1 to 25:1 in 2009 and eliminated completely in 2010-2011. The school wide class size average was also increased from 31.5:1 to 32.5:1 causing a reduction of 3 teaching positions. Class size was reduced back to 31.5:1 this year, but the teaching positions were not reinstated due to declining enrollment. The school met all of its targets in 2008 and was named a California Distinguished School in the spring of 2009.

Several successful initiatives have moved our API from 774 in 2008 to 839 in 2013. One of these initiatives included utilizing the monthly compact days for department collaboration. This time has allowed several departments to implement common assessments and detailed pacing guides including distributed practice. Professional Learning Communities (PLCs) are now in place in all departments and most compact days and some regular faculty meeting times are used for PLC meetings.

Interventions

We have also added a variety of interventions during the school day for our at risk students. Upper classmen that have not yet passed the CAHSEE are enrolled in Math and/or English intervention classes. 10th grade students at risk of not passing their first attempt receive intensive interventions before taking the CAHSEE; categorical funds are used to pay for these classes. Curriculum including Measuring Up and USA Test Prep has been purchased to make the CAHSEE classes more effective. After school peer tutoring is now supported through National Honor Society volunteer hours as well as categorical funds. Teachers have participated in instructional coaching and new teachers continue to be coached as they come on board. The coaching focuses on Brain Compatible Instructional Strategies and is contracted through Total Educational Systems Support (TESS) or their sister company RISE. The strategies include research based lesson design and direct instruction.

Study Period (Intervention Period or Period 5)

SDHS staff met and developed a plan for student intervention that involved setting up a special period for students who could benefit from a dedicated time for study. A set of protocols for the period was developed and an MOU for the study period was written. The SDHS teaching staff voted to implement the MOU to the Bonita Unified School District and Bonita Unified Teachers Association contract. The intervention period has completed a second year and was overwhelmingly approved by the teachers (93%) for a third year (2013-2014). The work completed by students each quarter determines if they will be included in a study period or an extended lunch period for the following quarter. Students that have not yet earned an extended lunch are enrolled in a study period (period 5). The class gives students a quiet place during the school day to complete homework, classwork and/or get help from teachers.

Students can earn an extended lunch by meeting all of the following requirements:

- Academics
 - 2.0 un-weighted GPA with no grade lower than “C”
 - 2.5 un-weighted GPA if any grade of “D”
 - No grade of “F” (including SDCP)
- Citizenship
 - No U’s in Citizenship
 - No Suspensions, ALC or Class Suspension
 - Tardies and Truancies are included in Citizenship Marks
- Proficiency (April tests effect Q1)
 - Proficient or advanced on Math and English CST
 - ... or ...
 - 5% growth in Math and 5% growth in English CST
- Students with IEP or 504 plans must complete all of the same tasks in accordance with any modifications in that plan.

Collaboration

In response to Critical Area for Follow Up number one (The school needs to provide time for teacher collaboration and professional development opportunities), the agenda for the compact day meeting time each month has been changed. In the past, this time was used for faculty meetings; it is now used for department and subject area meetings (PLCs). Departments use this time to develop common pacing guides, common assessments, discuss WASC and other policy issues and conduct other department business. Minutes from the meetings are distributed to the department and administration. Faculty Meetings now take place after school once a month. These meetings focus on staff development, staff recognition and discussion groups. The discussion groups are assigned by the Leadership Team to provide each group with a cross section of the campus. The groups are reviewed and updated each year. Compact day meetings were used to develop this report.

Math

Several teachers from the Math Department visited Whittier High School in the spring of 2010. The group then shared what they discovered with the rest of their department at a one day Math Retreat. Common assessments, common pacing guides, distributed practice and Hope Strategies are being implemented on an on-going basis as a result of this visit. The department continues to focus on pacing guides, common assessments and implementing Common Core.

The Math Department had a second retreat in the fall of 2012. Teachers discussed goals and strategies. The department agreed that a continued emphasis on implementation of Common Core Standards would move math achievement to higher and higher levels.

San Dimas Connection Project (SDCP)

Our Senior Connection Project was reviewed and underwent significant changes to become the San Dimas Connection Project (SDCP). The SDCP is now a school-wide project (grades 9-12). The SDCP is now a portfolio-based project that provides all SDHS students with opportunities to examine their skills and abilities and to articulate their plans for the future as it relates to the ESLRs. The SDCP components include a *Personal Story*, *Best Work* samples from each school year, *Community Volunteer Service*

completed each year, a *High School and Beyond Plan* and the *Senior Presentation*. The Bonita Unified School District (BUSD) Board of Education determines the culminating project as a mandatory noncredit graduation requirement. Thus, students must complete and pass all components of the SDCP to be eligible for a diploma in the BUSD. See the SDCP Handbook on SanDimasHigh.com.

School Plan

The process for developing the School Action Plan each year has also changed. San Dimas High School stakeholders develop a School Action Plan each year that identifies critical areas of need, sets growth targets for each goal, sets action steps with timelines and identifies modes of monitoring progress and achievement of the goals. Each year's Action Plan is developed with input from a wide range of SDHS stakeholders. The plan is discussed at Faculty, School Site Council, PTSA, Administrative and Classified Meetings. The process begins with discussion of the Critical Areas for Follow Up. This leads to ideas for action steps in the Single Plan for Student Achievement (School Plan).

The three goals in the current 2013-2014 School Plan focus on the same areas as our last self-study. One goal was changed from 08-09 to 09-10: The goal regarding staff development was removed and staff development was attached to each action step. Goal one is to improve student achievement in all content areas. Goal two is to improve communication with all stakeholders. Goal three is to improve student achievement through coordinated student supports and interventions. The targeted areas and action steps to achieve the goals are modified each year to reflect current needs and recent progress. Each Academic Department creates action steps to move the process forward. These three goals and the action steps to achieve them are designed to improve student learning at San Dimas High School.

Committees

The system for effecting change on campus has also changed. When significant issues arise, a committee is formed to create policy. The committee includes teachers, classified, administration, parents and students. As the committee work progresses, the minutes and agendas are shared with all stakeholders through email and standing meetings (Faculty, Classified, Administration, School Site Council and PTSA). Input from the different meetings is shared with the committee. Examples of significant change over the past six years with this process include: Single Plan for Student Achievement (School Plan), Academic Integrity Policy, ESLR Revisions, San Dimas Connection Project, Field Trip Policy, Dress Code, Discipline, Study Period, Vision Statement, Mission Statement and this WASC Report.

Illuminate

The school district is now using Illuminate rather than Data Director to store and evaluate student achievement data. Each teacher now has a camera setup to scan tests and evaluate learning in detail. PLCs can now easily gather and use information from common assessment test data to evaluate student achievement and guide lesson planning and re-teaching.

Schoolwide Critical Areas for Follow-up 2008

The last full self-study identified eight critical areas for follow-up. Following are each area with a list of actions accomplished to remedy them:

1. The school needs to provide time for teacher collaboration and professional development opportunities.
 - a. Compact Day Department PLC Meetings
 - b. Tess Training (focus on instructional strategies)
 - c. Math Hope Strategies
 - d. Common Assessments
 - e. Data Director Training
 - f. New Teacher Meetings
2. The school needs to find ways to obtain greater involvement of all parents and students in the FOL process and involvement in the school's action plan.
 - a. Students and parents serve on committees (PTSA, School Site Council, Academic Time, Discipline, Dress Code, SDCP Steering)
 - b. Principal sharing progress and soliciting input from all stakeholders
 - c. School Plan Development Process
3. All departments need to implement and monitor a school-wide systematic assessment process to determine student progress towards achievement of academic standards and ESLRs.
 - a. Revised ESLRs
 - b. New SDCP based on new ESLRs
 - c. High School and Beyond Plan (SDCP)
 - d. Course Syllabi include ESLRs
4. All departments need to develop course syllabi that include expected learning outcomes that are visible, measurable and relevant.
 - a. Course Syllabi include ESLRs
 - b. Course Syllabi include Best Work Sample Suggestions
 - c. Common pacing guides (Math and Science)
5. The administration and Leadership Team needs to include a data analysis component in its current action plan that sets increasing target rates for student performance.
 - a. Met target growth rate for all three years
 - b. Met sub group target growth rates for all three years
 - c. Growth in Economically Disadvantaged and Hispanic sub groups
6. The school needs to continue to develop and implement a system to assess and monitor the effectiveness of intervention programs.
 - a. STAR Reading Assessment
 - b. CAHSEE Intervention Classes using Meeting the California Challenge curriculum and assessment
 - c. V-Port Tracking (Language!)
 - d. Developing the Intervention Profile Report
7. The school and district need to continue to develop, engage and support the staff in professional development that provides protocols and processes for collecting disaggregated data for the purposes of analyzing and reporting achievement data.
 - a. Data Director Training
 - b. Focus on CST cluster scores
 - c. V-Port Training (Language!)

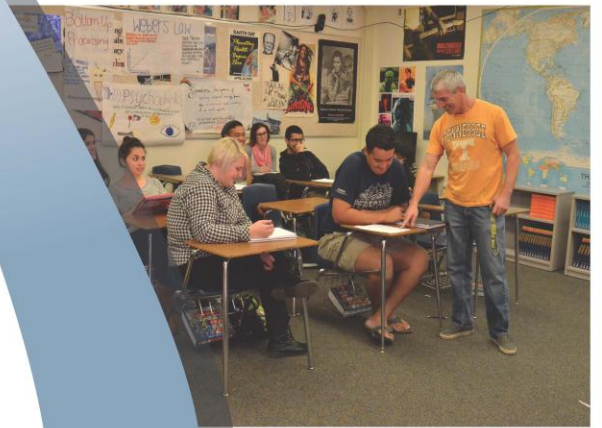
8. The school needs to formalize the use of disaggregated student achievement data across all curricular areas to drive instructional decision-making for each department.
 - a. Common Assessments (Math and Science)
 - b. Common Pacing Guides (Math and Science)
 - c. Data Director

Schoolwide Critical Areas for Follow-up 2011

In the spring of 2011, the visiting committee revised the Critical Areas for Follow-up. Following is a list of the areas and the actions accomplished to remedy them:

1. English-Language Arts and Social Science departments need to implement a department-wide, systematic assessment process to determine student progress and to promote the school-wide achievement of academic standards.
 - a. SDHS now has PLCs in place within each department including English-Language Arts and Social Science. Departments and their associated PLCs usually meet on the monthly compact day. Time for meeting is also allocated on occasional basis during the monthly after school faculty meeting. English-Language Arts has now created common grammar units and has initiated collaboration with other departments. The Social Science Department has developed U.S. and World History pacing guides and has begun developing and using common assessments. Both departments are working to put all common assessments on Illuminate so that results can be analyzed.
2. All departments need a systematic and formalized process to regularly review student achievement data that is disaggregated by significant sub-groups.
 - a. SDHS now has PLCs in place within each department.
 - b. All district benchmark tests are now in Illuminate for departments.
 - c. Common assessments are routinely used in all departments.
 - d. PLC time is used to evaluate results. The results are used to identify the most commonly missed test questions and then develop a re-teaching strategy for those topics.
3. The Leadership Team needs to establish an on-going and formalized protocol system for evaluating department-wide implementation of instructional practices as impacted by disaggregated student achievement data.
 - a. SDHS leadership and staff have now completed a protocol for conducting learning walks to get a feel for the whole school learning environment. SDHS staff feel that it is critical that students are personally engaged in their learning and are doing learning activities in the classroom.
 - b. SDHS administration has conducted calibration walks and shared the results with the staff.
 - c. Staff development days have included discussions of teaching and learning strategies.
 - d. The school plan has action agenda items to evaluate student achievement and departmental implementation of instructional strategies and the use of disaggregated student data.
 - e. Time is allocated for this on staff development days and during the PLC time.

4. All departments need to regularly review student achievement data that is disaggregated to individual students' strengths and gaps in content standards and skills.
 - a. Teachers now regularly use Illuminate to evaluate test data.
 - b. Subject and departmental PLCs use time to do the same.
 - c. Accelerated Math is used in math departments to review student achievement.
 - d. Student study period assignment is based on teacher and student request based on achievement results and academic needs.
 - e. D and F Lists
5. A cohesive process needs to be established to regularly and formally monitor the progress/success of intervention programs and individual classroom intervention strategies.
 - a. Intervention profile report
 - b. Faculty meeting discussions regarding study period
 - c. Adjusting the assigning of students in study period
 - d. D and F list
 - e. Essential learnings
 - f. Sharing strategies in department meetings
 - g. Hope strategies
 - h. Grad status check and letters
 - i. Results are monitored at School Site Council Meetings
6. Create a self-evaluation tool for students to reflect on their own growth on demonstrating ESLR and content standards proficiency.
 - a. SDCP refocused
 - b. Created ESLR reflection document
 - c. CST goal setting activity
7. Develop a clear monitoring tool to assess the effectiveness of intervention programs and effectiveness of placement criteria.
 - a. Intervention profile report
 - b. Data on CAHSEE
 - c. Carefully place students based on multiple measures
 - d. Remove from CAHSEE Intervention after a passing score
 - e. Adjust levels of Language!



CHAPTER 3
STUDENT/COMMUNITY PROFILE
OVERALL FINDINGS

Student/Community Profile Overall Findings

Student/Community Profile Overall Summary

San Dimas High School is a high performing college prep high school. The school climate is positive overall with supports for students at risk academically or socially. Low suspension, truancy and dropout rates contribute to this positive climate. New interventions have helped to close the achievement gap between the three significant subgroups (Hispanic, White, SED). These subgroups have moved from an API gap of over 90 points to a gap of 22 points. SpEd students have improved significantly, but continue to perform below expectations. The EL population is very small and continues to perform below expectations. Although San Dimas High School is a relatively small high school (1,251), we offer a wide variety of AP level classes and students are accepted regularly to all UCs including Cal and UCLA.

Implications of the Data with Respect to Student Performance

Student performance is monitored through a variety of methods. The Illuminate data storage program is used for CST, Benchmark and Common Assessment analysis. This system is used by PLCs to disaggregate data and make curricular and instructional decisions. Focus Groups, Home Groups and the Leadership Team looked at data during this WASC Self-Study process. They determined that there are three Critical Learner Needs which need the school's attention.

Critical Learner Need #1

Prepare for the Common Core through Cross-curricular Critical Reading, Writing and Analytical Skills.

Finding:

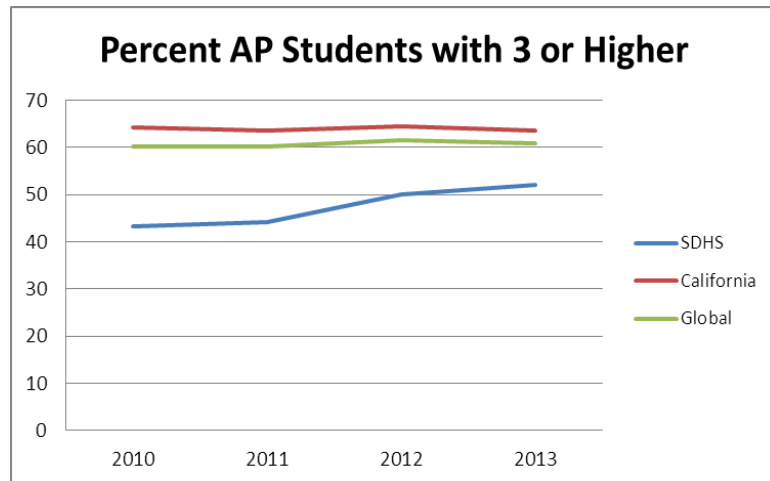
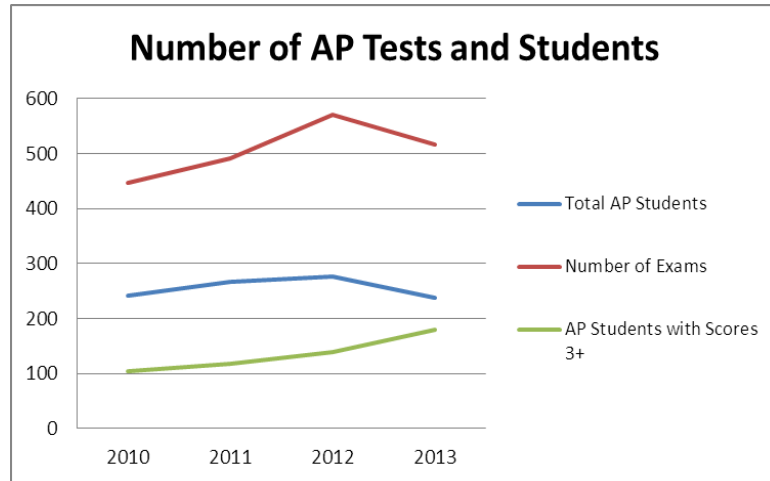
Focus Groups, Home Groups and the Leadership Team analyzed data from the School/Community Profile. Advanced Placement exam results are one indicator of a student's ability to critically read, write, and do mathematics. SDHS students are underperforming on advanced placement exams compared to state and global results. We believe that San Dimas High School should meet or exceed the California Average. Also, the school is transitioning to the Common Core Standards which will require higher level critical thinking skills. All students will benefit from curricula that emphasize critical reading, writing, and analysis.

Questions:

How do we support each other in cross-curricular critical reading, writing and analytical skills?

What are the most effective activities for cross-curricular reading, writing and analytical skills?

Significant Data:



Critical Learner Need #2

Students need to be able to think mathematically and be able to perform basic mathematical functions.

Finding:

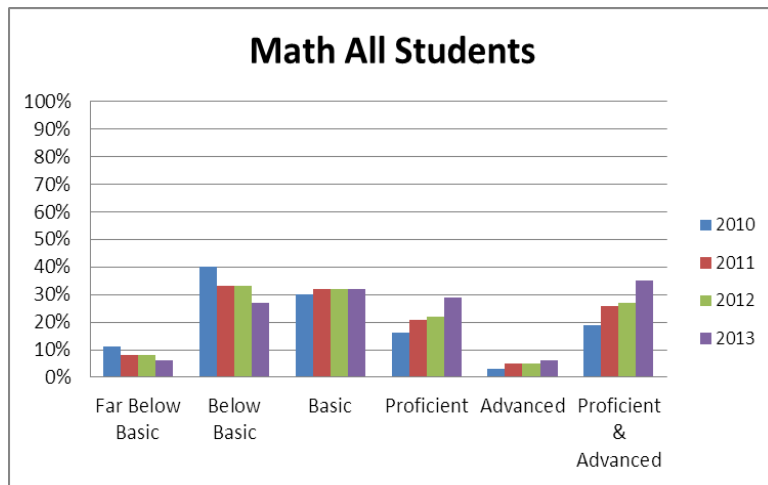
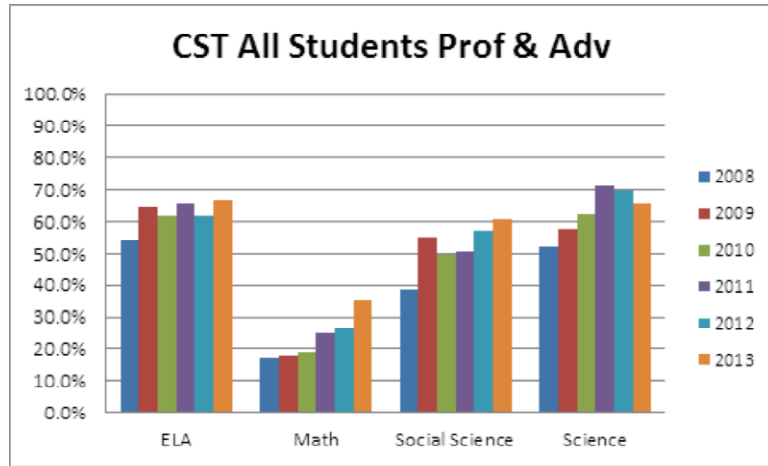
Focus Groups, Home Groups and the Leadership Team analyzed data from the School /Community Profile and found that while students have been improving in their math scores, they are not performing at the same level in Mathematics as in the other core content areas. Increasing the use of mathematical analysis of data in all courses will improve all students' ability to think mathematically and perform basic mathematical functions.

Questions:

How do we effectively integrate math into all subject areas?

For each subject (not department), how do we specifically reinforce/challenge mathematical thinking or logic?

Significant Data:



Critical Learner Need #3

Engage students in our significant subgroups and close the achievement gap.

Findings:

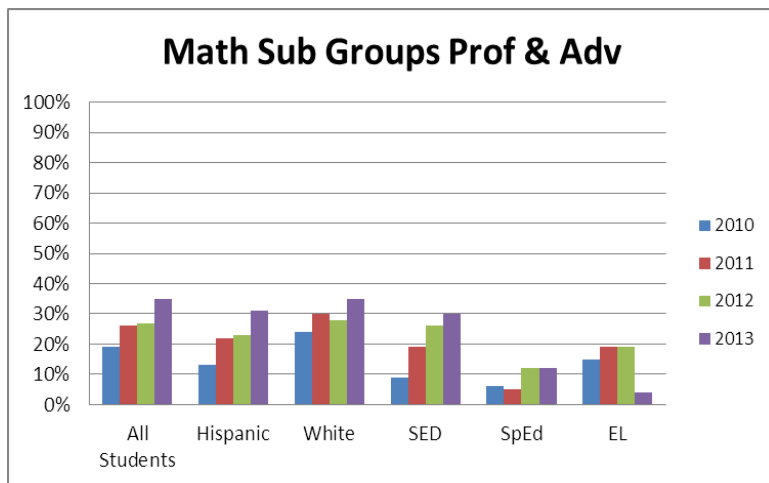
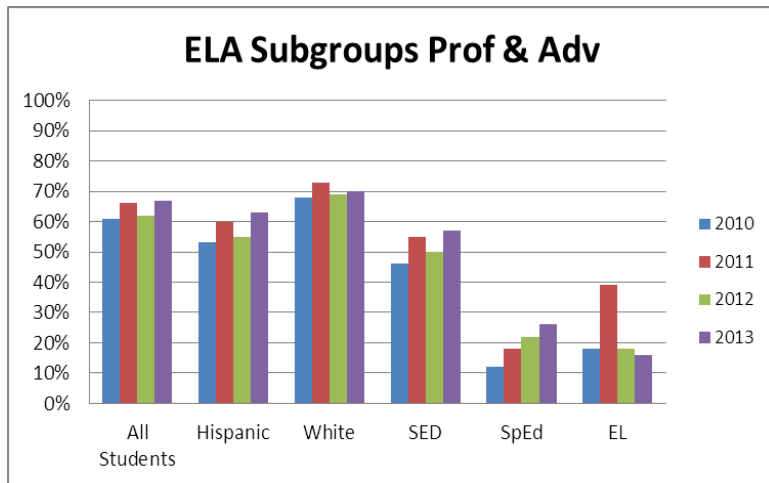
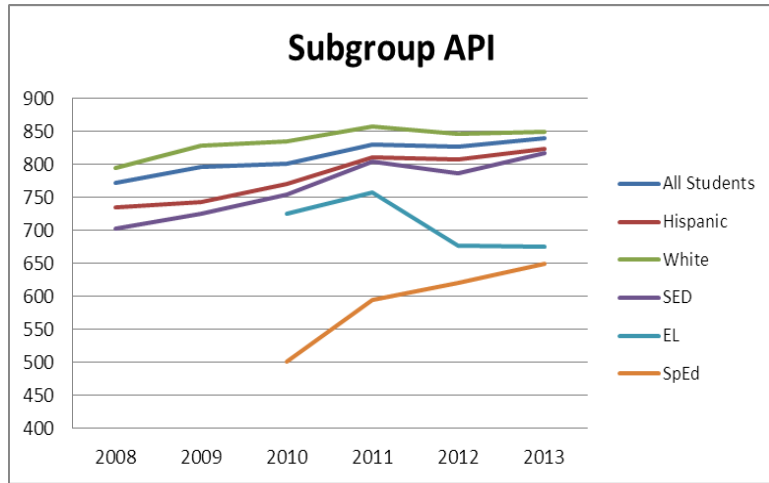
Focus Groups, Home Groups and the Leadership Team analyzed data from the School /Community Profile. The data shows that while we have made a great deal of progress, our significant subgroups are underperforming relative to other groups on campus. A special emphasis needs to be placed on SpEd and EL students.

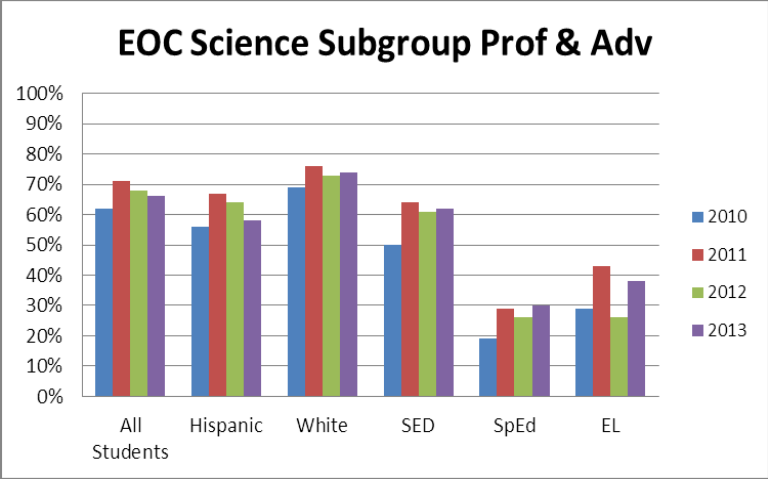
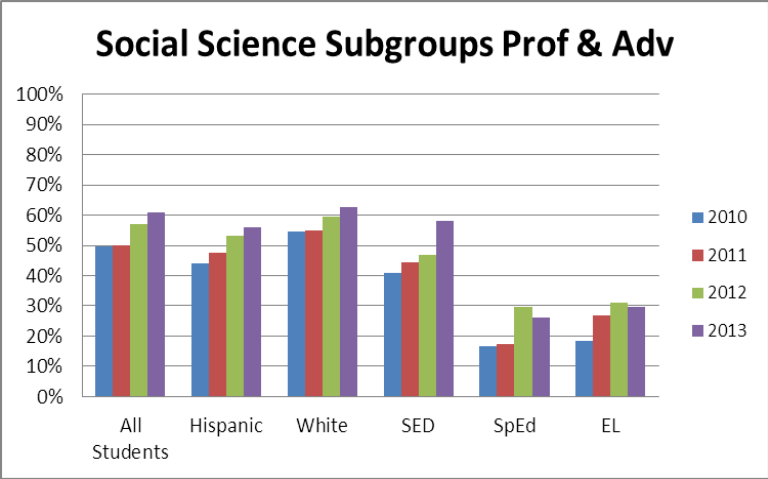
Questions:

How do we identify, assess and engage subgroups in classes?

What strategies are we presently utilizing in the classroom as well as on campus to engage students in our significant subgroups to further enhance their achievement?

Significant Data:







CHAPTER 4 SELF-STUDY FINDINGS

Self-Study Findings

Category A: Organization

A1: Vision & Purpose Criterion

Vision — ESLRs — Profile

San Dimas High School clearly states its vision and purpose. Our Expected Schoolwide Learning Results (or ESLRs) are based on the students' needs and the belief that all students can achieve at high levels and that they are at school to learn more than just core content. The ESLRs are easily accessed by anyone in the community. They are posted on the school's website, on posters in classrooms, on course syllabi, in the student handbook, in the staff handbook and in the San Dimas Connection Project Handbook.

*ESLRs
Syllabi
ESLR Posters*

Development/Refinement of Vision/ESLRs

Our Expected Schoolwide Learning Results (or ESLRs), Vision and Mission are a product of everyone who has a stake in this school. Both were created, edited and modified with input by the teachers, staff, administration, parents, students, PTSA and school site council. There is a standardized process for development of new policies or procedures that involves all stakeholders. The ESLRs, Vision and Mission were revised in 2012-13 through this process. The process begins with the Leadership Team, then the department chairs take the idea back to our departments where the concept is discussed and ideas added, then our administration takes what we have come up with to School Site Council and PTSA, then we look at it again in our staff meetings before we arrive at a final decision.

*Dep't Minutes
Leadership Minutes
SSC Minutes
SDCP Cmte Minutes*

Meetings are publicized through the Daily Bulletin (which is on our school website and parents can subscribe to have sent to their email regularly), the Daily Bulletin is then announced over the PA system at second period every day. Our administrators will also personally invite parents and students to be on these committees (like the FOL group that is discussing this very question). Therefore, San Dimas High School has a very effective process to ensure involvement of representatives from the entire school community in the refinement of the vision and ESLRs. All parents, students, teachers, school staff and community members have the opportunity for input.

Daily Bulletin

Understanding of Vision and ESLRs

Parents and students have effectively been informed and are committed to our school vision and ESLRs. Our San Dimas Connection Project (SDCP) connects our students, and their parents, to our ESLRs from their first year with us. Each year they are choosing their best work from each subject area. They are picking the best examples of their work toward achieving the ESLRs. They also perform community service hours yearly to better our community and work towards something bigger than themselves (part of our ESLRs). Seniors demonstrate their achievement of the ESLRs during their SDCP presentations through their analysis of their best work from each year of high school. This indicates that students and their parents know of and see the value in our ESLRs.

*Leadership Minutes
Dep't Minutes
SSC Minutes
PTSA Minutes
SDCP Portfolio*

Regular Review and Revision

ESLRs, policies and procedures are evaluated regularly at SDHS. We reviewed and revised the ESLRs in the 2012-13 school year to make the language more accessible to students, parents, and

*Leadership Minutes
Dep't Minutes
SSC Minutes
SDCP Cmte Minutes*

the community. We regularly review the role of the SDCP as a tool for evaluation and analysis of the students' achievement of the ESLRs. SDCP processes are discussed at steering committee meetings and in department meetings, leadership meetings, and staff meetings.

We also regularly review student achievement data to evaluate how effectively our students are accomplishing their goals as stated in the ESLRs. Achievement data that we analyze includes: CST, API, AYP, CAHSEE, benchmark tests, graduation statistics, discipline records, and attendance records. We look at this data during department meetings, leadership meetings, staff meetings, and in PLCs.

Additional Findings

We review and revise our vision, mission, policies, procedures and ESLRs to best reflect our purpose and our focus. All stakeholders are included in the process. With any important issue, whether it is ESLRs, vision statement, budget issues, or our rubric to grade the SDCP presentations, we make sure that everyone gets the chance to give their feedback. We want all members who will be affected by these issues to have input.

Addressing Critical Learner Needs

Developing the school vision, school mission and revising the ESLRs enabled stakeholders to write critical learner needs based on SDHS demographics.

A2: Governance Criterion

Governing Board

The Governing Board of the Bonita Unified School District is the Board of Education. The five member board is elected to terms in compliance with state laws. The procedures regarding the selection of board members and their duties, including the frequency and regularity of board meetings is also in compliance with state laws. Monthly meetings are publicized through multiple mediums.

*Board Agenda
Board Minutes*

Relationship of Governance to Vision and ESLRs

The Single Plan for Student achievement is based on student needs, the critical areas for follow up, ESLRs, district and school goals. Administration does a presentation to the board once a year to clarify school goals. The Single Plan for Student Achievement is approved each year at a regular meeting of the Board of Education.

*Single Plan
ESLRs
School Board Minutes*

Understanding Role of Governing Board

SDHS and the Bonita Unified School District welcomes and encourages parent and community participation. We advertise for student and parent involvement in the meetings and we personally invite them to get involved.

*Parent Newsletter
District Website*

Governing Board's Involvement in Review/Refinement

The School Board has an established process for approval of the school's Single Plan for Student Achievement. Once a year the administrators of our school gives a presentation to the school board to clarify, evaluate and update our goals as developed through our teachers' personal goals and our school's department goals.

*Dep't Minutes
Leadership Minutes
School Board Minutes*

Professional Staff and Governing Board

The principal establishes effective lines of communication with the BUSD Board of Education members, the superintendent and other district personnel to facilitate the understanding of the responsibilities of the staff.

*Board Policy
Employee Contracts*

Board's Evaluation/Monitoring Procedures

The School Board has an established process for approval of the school's Single Plan for Student Achievement. The board approves new course descriptions, budgets and hiring practices.

Complaint and Conflict Resolution Procedures

Complaint procedures are based on School Board policy and outlined in site handbooks.

*Board Policy
Staff Handbook*

Additional Findings

This criterion is being addressed quite thoroughly. Board Policy outlines hiring, complaint process and approval of the Single Plan for Student Achievement. Board policy is communicated through the District website, school website and staff handbooks.

Addressing Critical Learner Needs

The Board of Education reviews and approves the Single Plan for Student Achievement every year. This plan addresses site Critical Learner Needs.

A3: Leadership and Staff Criterion

Broad-Based and Collaborative

Our school's planning process has a strong commitment to being collaborative and including all stakeholders. The process begins with the Leadership Team, then the department chairs take the idea back to our departments where the concept is discussed and ideas added, then our administration takes what we have come up with to School Site Council and PTSA, then we look at it again in our staff meetings before we arrive at a final decision.

*WASC Focus
Leadership Minutes
Dep't Minutes
Staff Meeting Agenda
SSC Minutes*

School Plan Correlated to Student Learning

The Single Plan for Student Achievement identifies three goals for SDHS. The three goals address student achievement, communication and student support. Each goal has targets and criteria that have changed over the past six years to address evolving student needs. Each goal also addresses one or more of the school's ESLRs. Each year, departments look at student data in the form of benchmarks, common assessments and CSTs to determine student academic needs related to their content area standards. The data is evaluated globally and by subgroups. The departments develop targeted action steps that relate to the three school goals. The goals and action steps are discussed with all stakeholder groups and become the Single Plan for Student Achievement.

*School Plan
Syllabi
PLC Minutes
Dep't Minutes*

Correlation between All Resources, ESLRs and Plan

All stakeholders are included in the decision-making processes and use the student achievement data to drive decisions. There is a strong correlation between the allocation of time/fiscal/personnel/material resources, ESLRs and the schoolwide action plan. We examine the

*Staff Dev Agendas
Dep't Minutes
SSC Minutes*

data to identify our needs. The process begins once again with the Leadership Team, then the department chairs take the idea back to our departments where the concept is discussed and ideas added, then our administration takes what we have come up with to School Site Council and PTSA, then we look at it again in our staff meetings before a final decision is made.

The process could be improved by allocating more teacher collaboration time (both within our own subject area and with other departments) during school hours and/or on staff development days.

Additional Findings

We have a decision making process that includes involvement from all stakeholders. The process begins with the Leadership Team, then the department chairs take the idea back to our departments where the concept is discussed and ideas added, then our administration takes what we have come up with to School Site Council and PTSA, then we look at it again in our staff meetings before a final decision is made.

Addressing Critical Learner Needs

We include every stakeholder group in the community by looking at data and brainstorming solutions to come up with methods that everyone believes in and feels they can follow through with.

A4: Employment Policies/Practices Criterion

Employment Policies and Practices

Potential employees are not interviewed for new positions unless they meet credentialing requirements. It is a competitive process. Some screening takes place at the district level, some at the site level. All jobs are posted on EdJoin with clear expectations for qualifications. Candidates go through a screening process and multiple interviews that include giving sample lessons (while the interviewers pretend to be unruly or distracted students) to see how they approach teaching their subject matter and to see what their classroom management style looks like. The hiring process is effective in finding and hiring high quality employees.

*EdJoin
SARC*

Qualifications of Staff

All teachers are teaching in their credentialed area. Teachers must also hold CLAD certification or equivalent to be hired.

*SARC
Master Schedule*

Maximum Use of Staff Expertise

All teachers are NCLB compliant and teach in their credentialed area. Teachers indicate preferences for subject assignments and department chairs recommend teacher course assignment based on teacher preferences, teacher strengths and student academic need. Administration then assigns teachers based on this input. Our master schedule meetings are open to anyone who wants to participate in the process.

*Master Schedule
Dep't Minutes*

Defining and Understanding Practices/Relationships

Our policies and handbooks clearly define responsibilities and practices. They are easy to find and regularly reviewed. Our school's web page is cleanly designed and well organized so that it is easy to locate any needed handbook or piece of information. We revisit and reevaluate the

*Staff Handbook
School Website
SDCP Handbook
Monday Morning
Message*

information on a regular basis to make sure it is up to date and accurate. Flow charts illustrate administrative responsibilities and leadership duties.

Internal Communication and Planning

Thanks to the technology that we have available to us through email, communicating, planning and resolving differences are all relatively easy tasks. We make sure that communication lines are always open amongst staff, between staff and students and staff and parents. Our attempts to be as transparent and accessible as possible help avoid having differences to solve in the first place. Things like our suspension notices (an email that lets teachers know who has been suspended and for what offense), and our ALC notification (letting teachers know who will be in our in-school suspension) are very helpful for teacher planning and collaboration on how to help problem students become more successful in class. The communication of health issues and SpEd accommodations for individual students is also very helpful and gets to us in a timely manner.

*Staff Handbook
School Website
School Calendar
Emails
Remind 101*

Staff Actions/Accountability to Support Learning

Our clear procedures and easy communication make for a friendly working environment. We are a team here and we are always looking for ways to learn from and teach/help each other. Both certificated and classified staff are encouraged to visit other classrooms both in our subject matter and out of it. By observing, we can gain a better understanding of what the students are doing in classes across campus. We can also gain great ideas of techniques we might employ in our own classrooms in order to better serve our students. We have PLCs where we work both within our department and with other departments to improve the quality, rigor and relevance of our lesson plans to best help serve the needs of all of our students. We do all of this to bolster student learning and to support each other.

*Staff Handbook
Snapshot Surveys
PLC minutes
BTSA mentors
Staff Dev Agendas
Formal Observations*

All staff have had instructional coaching regarding Brain Compatible Direct Instruction. The principal and RISE consultants have offered feedback. All administrators give feedback to teachers using Premier Instruction Strategies. New teachers undergo the training when they arrive at the school.

The Leadership Team makes most of the decisions on campus including policies, procedures and budget. Their decisions are based upon input from Departments, Classified Meetings, PTSA Meetings, School Site Council Meetings, along with committees assembled for specific tasks. The Leadership Team consists of Department Chairs, a Classified Staff, Counselor, SDCP Coordinator, WASC Coordinator and Administrators.

Evaluation of Existing Processes

SDHS has a bi-yearly discipline committee to review rules and make recommendations for adjustments. The School Site Council reviews the complaint procedures and the format of the Single Plan for Student Achievement annually. Other topics are covered as the need arises. A good example of this is the creation of the Extended Lunch Opportunity (Study Period). A committee of staff members met for nearly a year, visited other schools and gave a draft of the program to the Leadership Team. All standing committees (Classified, Site Council, PTSA, Admin and ASB Leadership) gave input and the Leadership Team put the program in place.

*Staff Dev Agendas
Leadership Minutes*

We review the CST scores and the CAHSEE scores each year and place students in interventions like CAHSEE Math or English class, Study Skills class or 5th period study hall.

Additional Findings

All stakeholders are involved in decision-making at San Dimas High School. The staff handbook, student handbook and district level policies are updated on a regular basis to reflect the culture of the school and district. School Board and Leadership Team minutes demonstrate that the culture of the school has become increasingly positive since this system has been in place.

Addressing Critical Learner Needs

The leadership structure at San Dimas High School helps us address all critical learner needs. By looking at the high achievers, we move rigor higher. By disaggregating data we look at subgroups. All staff are trained in research based instructional strategies which support all students.

A5: Leadership and Staff Criterion

Support of Professional Development

The support of professional development has been effective in achieving the academic standards and ESLRs. The fact that all new teachers get training on the same instructional strategies throughout the Bonita Unified School District is helpful. RISE/TESS training related to instructional strategies has helped us better focus and support students. Student response systems training has helped the teachers better track the students' understanding. An ESLR reflection worksheet has been developed to help students track their own development.

*ESLR Reflection
Worksheet
RISE/TESS
Coaching Schedules*

Three Staff Development Days are now included in the school year calendar. These days are spent on items like the WASC Self Study, training on instructional strategies, computer access training (Illuminate, Websites, PLCs, Socrative, etc.), collaboration between departments and vertical alignment within the school and with the middle school. Staff meetings are also used for discussions, input and short trainings.

We could definitely improve on this if teachers had more autonomy in designing the "trainings" to focus on our specific needs. Allowing each department (or even grade level within each department) to focus on the areas that they see the biggest need for training could improve our effectiveness especially as we switch to the new common core standards. Collaborating with other departments more would also help bring unity and help all areas improve their instruction. For example, the Special Ed department could better help their students if they were more connected to what is going on in the regular education classes. Also, cross subject collaboration can help with improving areas of instruction like teaching and supporting writing, grammar, vocabulary or formatting. We could also benefit by giving the classified staff a voice in determining some of our trainings. With feedback like that we would become an even more effective and cohesive staff.

Supervision and Evaluation

Supervision and evaluation at San Dimas High School aid us in promoting the professional growth of the staff. Teachers attend a pre and post observation meeting, with their administrative supervisor, for all formal observations. This process could be improved even further if the administrators could provide better/clearer guidelines of their expectations for the teachers during their observations and provide more productive feedback and specific instructions on how to improve. We are encouraged to visit other classrooms and observe the methods our colleagues employ. Compared to six years ago, we now have a consistent vocabulary regarding instructional strategies that helps us better communicate what to improve on and how to do it.

*Teacher Observations
Monday Morning
Message
Snapshots*

Measurable Effect of Professional Development

We can look to our classroom observations, CST scores, Benchmark scores, AP pass rates, CAHSEE pass rates to see that our professional development has made a marked improvement. When visiting classrooms, there is a consistent implementation of Brain Compatible Instructional Strategies compared to six years ago. Teachers use the school website and computer based instruction on a much wider scale. We might look to other ways to see improvement in the SpEd department, as testing is often a big challenge for them. They have been improving but the achievement gap is still a challenge.

*Snapshots
Test Scores
API*

Additional Findings

From examining the evidence we can see that the criterion is being addressed very well. Policies are published and reinforced through communication with all stakeholders. Observations take place on a formal and informal level. Three staff development days per year focus on instructional strategies and other training (such as EBSCO, ABI Gradebook, Edulink, and Illuminate) pertaining to current needs of students to help us focus on the best ways to improve student achievement.

Staff

Addressing Critical Learner Needs

Our PLCs and professional development on EBSCO is helping raise the rigor of classes. The Free and Reduced Lunch program helps some subgroup students feel comfortable on campus and helps them focus on learning rather than hunger. Identification and counseling of subgroup students supports their learning. Our Primary Language Assistant meets with and supports our EL students. Despite the fact that we have a relatively small EL population we would like to be able to support them better. We find they are struggling more now that we don't have a designated EL English class. Now that they are just mainstreamed or put into the Language! class they aren't always getting as much support as their teachers would like to be able to offer.

Our intervention period helps students struggling with their grades get better focused and get extra help to improve their learning. Our online credit recovery, after school tutoring and teachers helping students during break, lunch and after school, all helps address the needs of our students.

A6: Resources Criterion

Allocation Decisions

Departments give input on budgets and goals each year. Leadership team then produces a balanced budget. School Site Council looks at the results from instructional programs and sets priorities for categorical budget allocations. Each of these groups (along with classified, faculty, students and parents) give input on the school's vision and purpose. The leadership team is responsible for the final decision based on the input.

*Leadership Minutes
SSC Minutes
Dep't Meeting Minutes*

Practices

Accounts are audited by an outside agency every year. Auditor recommendations are followed carefully to assure safeguards. Three of the past six years have had no findings. Budgets are created at the department level with input from classified, PTSA and finally approved by School Site Council. Petty cash and reimbursements follow strict protocols. Finance reports are approved by the Assistant Principal and Principal on a regular basis.

*Audit Findings
Finance Reports*

Facilities

The site was modernized in 2006. The Gym and stadium were upgraded in 2012-2013. Classrooms are in good repair. The district supports maintenance needs in a timely manner. Each classroom is equipped with a teacher computer station hooked up to a projector and internet access. Computers are upgraded on a four-year cycle. Bingo has purchased a variety of upgrades to the facilities including the stadium field house, covered lunch area and the blue wrought iron fence that is nearly complete around the campus. All of these items add to the beauty, functionality and in some cases security of the school. A variety of Eagle Scout Projects have added drainage, sprinklers and landscaping.

*Newsletter
Monday Morning
Message
Leadership Meeting
Minutes*

Instructional Materials and Equipment

We have thorough and straightforward procedures for acquiring and maintaining adequate instructional materials and equipment. The district is ready and willing to keep us updated with the newest supplies and materials. All departments have input on our budgets and how we spend any carryover money. If an individual teacher needs supplies they can just ask their department chair. If that department chair cannot order it themselves, the administration will find a way to fulfill that need for us.

*Leadership Minutes
Dep't Minutes
SSC Minutes*

Well-Qualified Staff

Because of the resources that this school has to offer, we can attract high-quality teachers. All teachers teach within their credentialed area and are Highly Qualified. We have a rigorous interview process including the candidates teaching a lesson determined by the school to ensure the instructional capability of the candidate (rather than them just showing off their strongest skill). We support our new staff by having a meeting for them once a month. BTSA support providers come on campus regularly and there are meetings weekly to support our newest teachers. To nurture our staff development we have ongoing training at the site and at the district during staff development days and staff meetings.

*New Teacher Meeting
Agendas*

Long-Range Planning

Our meetings are productive and relevant. They are used to help support teachers' needs and use data to help our long term planning to ensure it is effective. We also collaborate with our sister high school and the middle school that feeds into our school. The school plan is developed at the department and leadership level with input from parent, student and classified groups.

Staff Dev Agendas

Additional Findings

Our scores continue to improve because of the strong process we have in place to address our concerns and to continue to refine the process. The survey we ran shows that over 80% of our stakeholders feel the campus is safe and well maintained.

Addressing Critical Learner Needs

Because our process includes input from all stakeholders, we are able to identify areas of concern quickly and in the most efficient manner. Specific groups of students are targeted through test scores, teacher input and the D and F lists.

Strengths and Growth Needs: Vision & Purpose

Areas of Strength

1. One of our areas of strength is that we work as a team. We get and use input from all stakeholders when making decisions or changes.
2. Because of our open communication and our looking for input from all members, we can identify problems and deal with them quickly, effectively and efficiently.
3. One of our biggest areas of strength is our willingness to interact and our methods of communication.

Areas of Growth

1. We would benefit having staff development that is more teacher/staff created in order to address our specific needs.
2. We could use clearer feedback and suggestions on how to improve areas of concern when we are evaluated by the administration.
3. Our school would benefit if all of the staff would be more consistent about enforcing rules across the board.
4. While we have good, open lines of communication we could improve our communication to parents about the following: IEPs and their rights, ABI, how students get placed in 5th period classes and our 5th period procedures.
5. We need to come up with a better way to support our EL population.

Category B: Standards-based Student Learning: Curriculum

B1: Curriculum Criterion

Current Educational Research and Thinking

Teachers at San Dimas High School plan curriculum in subject driven Professional Learning Communities (PLC). Teachers have been trained in the latest instructional research (RISE) to create viable, meaningful lesson plans that identify and target the most crucial time for new ideas to be engaged and remembered. The idea that students have an optimum time limit to be given instruction and then to have time to utilize and practice the new ideas has been an excellent new concept that is working. Teachers utilize CST blueprints and practice exams to make decisions in regard to their lesson planning and instruction. AP teachers use released exams and College Board outlines to develop curriculum. The Illuminate program is also utilized as a basis for determining mastery and to make decisions regarding re-teaching. All teachers communicate standards and objectives to students and parents through course syllabi, website and during instruction. Core curricular areas utilize pacing guides to drive daily instruction to keep in line with state standards. Student work samples are often displayed in classrooms and throughout the community.

*Core curriculum benchmarks
PLC Minutes
Common and Summative Assessments
CST practice exams
Illuminate
Syllabi
ESLRs*

Academic Standards for Each Area

Teachers at SDHS utilize state standards to plan lessons and curriculum. Teachers are also part of the decision making process for the transition to common core standards. We were and still are a test school for the new Smarter Balanced Tests and math and English teachers have been trained and are looking at the most effective strategies and planning for the transition to the Common Core Standards. Math and English Common Core Standards have been unwrapped and benchmark tests are being created. Teachers post syllabi and ESLRs for every class curriculum. The school promotes RISE techniques and expects that the goals or activities will be posted on the boards in the classroom.

*Common Core Standards
Lesson Plans
Pacing Guides
PLC Minutes*

Essential Learnings for each semester have been created for each subject. The Essential Learnings are revisited each year to revise and adapt. English teachers have created grammar lessons to bolster these essential skills. Art classes use elements of art & principles of design to analyze and discuss artwork. Integration of common core has been discussed & implementation has begun across disciplines. Teachers meet in PLCs to analyze student data and make instructional decisions. Common assessments and district benchmarks are used in PLC meetings to discover areas of strength and weakness. Discussions within PLC meetings also include the implementation of collaborative, thematic and performance based projects.

Essential Learnings

Congruence

Teachers create standards-based lessons prompting students to achieve ESLR expectations. Students across content areas present research projects in class focused on academic standards: posters, PowerPoint presentations, written assignments and oral presentations. Many of these projects rise to the level of "Best Work Sample" and are saved for the student's SDCP. The San Dimas Connection Project (SDCP) was completely overhauled in 2008. The revision started with the new school ESLRs and backwards mapped through all facets of the project. The project is now four years in the making with students collecting best work samples that relate to the ESLRs beginning in their freshman year. Students reflect on their Best Work Samples each year and then select four samples for their SDCP portfolio and presentation. Students also learn through real world activities such as: Government Day, Science Road Show, Dr. Seuss Day and Career Day.

*Best Work Samples
Graduation Pass Rate
SDCP Handbook
SDCP Steering Committee Minutes*

Student Work — Engagement in Learning

Student samples and testing indicate that the school adheres to state standards. All stakeholders have done snapshot surveys that demonstrated a high level of student engagement in classrooms campus wide. This experience was well received and will become part of the school culture in the future. Teachers routinely integrate ESLR principles within lessons and students demonstrate their mastery through Best Work Samples collected from every academic class, every year.

*Best Work Samples
Snapshot Data
SDCP presentations &
portfolios*

Accessibility of All Students to Curriculum

All students have access to rigorous classes. This was indicated in the student survey with an 86% agree or strongly agree response. Most classes are college prep with a selection of RSP and makeup classes. Students are encouraged to take AP and honors classes by both teachers and counselors. Students are evaluated on their ability to be successful in these classes. Numerous AP & accelerated classes are offered and encouraged for all students, with support available after school and on weekends. SDHS does not limit the number of AP classes that students may take. Teachers are apprised of students needs and adjustments are made for those needs so that students can be successful. SpEd teachers distribute accommodations pages from IEPs and all teachers can access EL and SED information through Illuminate. Accommodations are put in place for these students. Students are placed to facilitate success. SDHS offers co-teaching classes for struggling learners in ELA, science and math. Opportunity (at-risk) students are also given support of more than one teacher at all times. The Language! curriculum is used to support at-risk, SpEd and EL students.

*CAHSEE Prep Class lists
US News & World Report
rankings (SDHS top 7%)
AP Data*

Integration Among Disciplines

Foreign language and English often communicate to help students in the acquisition of grammar and common assessments. Math and English are working on critical learner needs in preparation of the new common core standards. All disciplines are in the process of preparing, and planning for Common Core by utilizing cross-curricular lessons. PLC, curriculum and instructional strategies are discussed at Leadership Team meetings, department meetings and staff meetings.

This is a critical learner need and we need to find more ways to collaborate among the disciplines.

*Dep't Minutes
PLC Minutes*

Curricular Development, Evaluation and Revisions

The Bonita Unified School District requires 220 credits, passing CAHSEE and completion of SDCP to graduate. Graduation requirements are set by the board of education and the school works to implement their policy. Departments regularly discuss and revise curriculum based on PLC meetings and discussions in department meetings. Students are encouraged to meet A-G requirements for college entry and to challenge themselves with their course selections. All class syllabi are submitted to administration at the start of each year, and include ESLRs, expectations, course content and grading expectations. Teachers are continually posting assignments, agendas and homework online for parents and students. ABI is updated often and parental involvement and communication is encouraged.

*API
Graduation Rate
CAHSEE Pass Rate
AP Results
Syllabi,
SDHS website
ABI site
Staff web pages*

Policies — Rigorous, Relevant, Coherent Curriculum

Students choose classes each year that are challenging, relevant and coherent with the help of counselors, teachers and the input of parents. The master schedule is planned based on student requests. The process begins in February and is completed each August. Counselors meet with all students through English classes to give them information and inform them of A-G requirements

*A-G Guidelines
Graduation Rate
API Index
CAHSEE Pass Rate*

and prerequisites to classes. Students from all subgroups are represented in classes that will qualify them for A-G and four-year college entry. Students from all subgroups are encouraged to take honors and AP courses, and given support and accommodations to help them achieve in these classes. After school tutoring, study period, and teacher help before and after school support the academic success of all students. SDHS offers co-teaching classes in ELA, math and sciences that are designated college prep.

Articulation and Follow-up Studies

San Dimas High School communicates with our feeder schools. Counselors attend UC and CSU workshops each year to coordinate entrance requirements. College Fair and College Week are celebrated annually at the school. Science department coordinates science lessons with local elementary, middle, and private schools through events such as the Science Road Show and Family Science Night. In the Science Road Show, SDHS students teach lessons to younger students.

SARC
College night Attendance
Senior Exit Survey

Counselors meet annually with juniors to review A-G requirements. Four college workshops are held each year and students are taken on visits to local community colleges. Counselors go to Freshmen Foundation Classes to discuss 4-year plan and to introduce the A-G requirements. Counselors visit middle schools to inform incoming freshmen of graduation and college entrance requirements and then present this information to parents at the 8th Grade Parent Night.

Computer basics and advanced animation curriculum is articulated with local colleges to attain college credits, and earn priority registration in their programs.

Cal Poly Pomona, University of La Verne, Azusa Pacific University, Citrus College, Mt. San Antonio College and the Claremont Colleges are adjacent institutions, and Cal State Fullerton and Cal State San Bernardino are within commuting distance. These schools provide academic resources for our students while they are in attendance at San Dimas High School.

The San Dimas High School graduating class of 2013 consisted of 308 students. Upon graduation, the graduates' Fall 2012 plans were as follows: approximately 12% planned to attend only a community college, 37% planned to transfer from a community college to a university, 8% planned to attend a University of California school, 15% planned to attend a California State University, 10% planned to attend a California private school, 6% planned to attend an out-of-state university, 5% planned to join the armed services, 2% planned to attend a trade school, 2% planned to work full-time and less than 5% were undecided.

Additional Findings

San Dimas High School has a rigorous, relevant curriculum that is accessible to all students. College prep courses are the mainstream with a small percentage of interventions, and SpEd courses. In a school of 1,200 students, we offer 14 AP courses, honors courses in Science and Math, and accelerated courses in Science and English. 25% of our school population is currently enrolled in AP Science courses.

Course Handbook

Addressing Critical Learner Needs

SDHS faculty is placing a new emphasis on critical thinking skills to better support all students' learning and to prepare for the Common Core.

Staff Dev Agendas

B2: Curriculum Criterion

Variety of Programs — Full Range of Choices

SDHS offers computer animation, American Sign Language, photography, computers, visual communications, and video production courses. Wood shop, auto shop, cooking and child development have all been cut due to budget restraints and declining enrollment. All SDHS students are required to create a resume, complete online career exploration assessment, and write and present a post-secondary plan as part of the SDCP. The Career Center is open and available daily to provide students career and college related support including scholarship information. All SpEd students complete a transition plan and interest survey for their IEP. A Career Specialist assists these students two days per week.

Student-Parent-Staff Collaboration

Students, staff and parents collaborate in the developing and monitoring of their student's four-year plan by utilizing several available sources. All students complete a four-year plan in their Freshman Foundations course and the plan is monitored by counselors. Naviance software has just been implemented to allow access to the plan online 24/7. ABI helps parents and students in the monitoring of their progress in all classes. Science teachers spend class time discussing Science course offerings and electives prior to registration. Students are informed of and encouraged to take science electives. Budget cuts and shrinking enrollment have decreased the emphasis on career paths at SDHS.

*ABI
Dep't Minutes
PLC Minutes
Course Handbook
SARC*

Monitoring/Changing Student Plans

SDHS has several programs that are in place to assist in monitoring students' personal learning plans. Counselors provide individual and group counseling for course offerings, graduation requirements and college entrance requirements (A-G). The Master Schedule is developed each year based on the needs of all students. Departments give input regarding course offerings and teacher assignments. A committee consisting of teachers, counselors and administrators build the Master Schedule. Being a small school with a large offering of AP and honors classes, special attention is given to ensure a minimum number of conflicts in students' schedules. Singletons and doubletons are scheduled first to diminish the number of lockouts. This process has enabled several students to be able to take six AP courses in one school year.

Master Schedule

Post High School Transitions

The school monitors students closely to help them be as successful as possible. In 2013, 89% of our students transitioned to 2- or 4-year colleges. The Career Center Technician is the liaison to our military recruiters. Ten students enlisted in the armed services last year. The recruiters played an active role in the life of these students through campus visits, Career Day and lunchtime activities. The Career Center arranges college speakers and invites students to attend the presentations. Students are informed about scholarships and guests through the Daily Bulletin and through personal invitations. Career Day brings professionals on campus and students are allowed to select the career presentation in which they are most interested. Students are guided through college admission testing, college applications and visits to schools. Students are encouraged to attend a college night sponsored by the Fairplex. Students are advised of the event through posters and announcements in various media such as Facebook, Twitter, and the school's Daily Bulletin.

*SDCP Handbook
College Night
Daily Bulletin
Marquee
Counseling Website
Twitter
Facebook*

Students with a job can enroll and earn credit through Work Experience. The class meets once a week. The advisor meets with the employer to discuss issues related to the student's

employment. Students complete an online survey that gives the student a better idea of their occupational interest and potential aptitude as part of the San Dimas Connection Project. Students are then able to reflect on the findings through the High School and Beyond Plan.

Additional Findings

SDHS has an outstanding graduation rate of 100% for the past two years and 89% of our students transition to college.

SDHS offers career path opportunities to students. These include three levels of Video Production, four levels of Animation, and two levels of Digital Photography. Budget cuts and declining enrollment have decreased or eliminated other career paths.

Students create a four-year plan in their Freshman Foundations course. A new program named Naviance will help to automate this process and allow students, counselors and parents to revisit and revise the student's four-year plan. Students will begin using Naviance in the spring of 2014. Naviance will also aide students in the college selection and admission process.

Addressing Critical Learner Needs

One of the Critical Learner Needs that we have identified is critical thinking across the curriculum. We need to invest more time in this area so that students see connections between classes and the real world.

B3: Curriculum Criterion

Real World Applications — Curriculum

Students are required to perform sixty hours of community service over the course of their four years at SDHS as part of the San Dimas Connection Project. This connects our students to community based real world applications. Community organizations have received this program with open arms. School clubs such as National Honor Society, California Scholarship Federation, and Interact also perform community service. One student was recognized by the City Council for performing over 1,000 hours of community service. Examples of community service include: Relay for Life, San Dimas Parks and Recreation, San Dimas Rodeo, San Dimas Western Days, Fairplex Child Development Center, Autism Sports League, AYSO, Little League and Heal the Bay.

*SDCP website
SDCP portfolio*

Teachers schedule Science Roadshows and field trips to apply curriculum to the real world. The Science Roadshow allows science students the opportunity to teach science concepts to elementary and middle school students. Physics students attend the annual Knott's Physics Day where they analyze the physics of roller coasters and then produce a lab report using their data.

*School Calendar
Course Syllabi
Lesson plans*

AP Environmental Science students have opportunities to attend field trips to learn about and experience various ecosystems such as the Mojave Desert and the San Gabriel Mountains.

SDHS students participate in the annual Students in Government Day sponsored by the city of San Dimas. Students shadow local government officials and administrators to gain insight into the working of government.

Meeting Graduation Requirements

Students at risk of not passing the CAHSEE are proactively identified through multiple measures that include a 9th grade CAHSEE pre-test, CST scores, District Benchmark exams and course grades. These students are then placed in CAHSEE support classes. The effectiveness of this program is apparent by the fact that all students, with the exception of a few SpEd students on

*Master Schedule
School Intervention
Profile
School Academic Profile*

waivers, pass the CAHSEE. Students that do not pass the CAHSEE on their first attempt are also placed in these support classes.

Students are proactively identified through multiple measures including CST scores, District Benchmarks, course grades, CELDT and Language! pretest. Students struggling with Reading or English Language acquisition are placed in a two period block of Language! Up to three levels of Language! are scheduled each year depending on the level of student need. These classes include RegEd, SpEd and EL students. An online data collection system called V-Port is used to monitor student progress. Students that progress through the highest level of Language! are mainstreamed back into regular English classes.

*VPort Data
CELDT Scores
Benchmarks
Language! pretest*

Odyssey online curriculum is used to aid students in making up missed credits. Students are identified by counselors or teachers, or are self-selected into the program. Referrals are made through the school counselor and certificated teachers set up student accounts. Students are required to report to the computer lab after school once a week to test and must show continued progress to remain enrolled. The curriculum can be accessed online from school computers or home computers. Teachers are available after school each day to assist students and to keep the computer lab open for students that may not have access at home.

*Odyssey Roster
Odyssey Brochure*

Study Period was implemented in the Fall of 2011 to give students a quiet time during the school day to work on class work, make up tests and receive extra academic support. Students are placed in Study Period based on academic indicators such as low grades and low CST scores in Math or English. As an incentive to excel in academics, students can earn an extended lunch in lieu of Study Period if they do well in each of these areas. Students are placed with specific teachers each quarter based on student needs, teacher requests and space availability.

*Study Period rosters
Master Schedule
Bell Schedules*

During Study Period, students work on homework and receive help from teachers and other students. Teachers can request students from another teacher's Study Period to come to their room for help on a specific day. Students can also request to leave their assigned Study Period to get extra help from a particular teacher on a particular day. Even students that do not have an assigned Study Period take or retake tests, complete classwork and receive tutoring during Study Period.

Many teachers keep their classroom open during their free time to assist students. They make themselves available during break, lunch, before school, and after school. Teachers are also available 5th period even when they are not assigned a Study Period roster.

Teacher-driven Hope Strategies are used campus wide to support student academic progress. These strategies have helped to change the culture on campus over the past six years and have sparked discussions regarding equitable grading and common assessments. The goal of these strategies is to keep student engaged in their learning even if they are currently struggling with the content. Examples of Hope Strategies include: Retesting, test corrections, dropping lowest scores, 50% base score on tests (no zeros), extra credit, moving students to a "small class," reduced homework, curving tests, alternate assignments / assessments, choice of assignments, flip flop teachers of students with an F in Math.

Additional Findings

San Dimas High School has an outstanding graduation rate of 100% for the past two years and 89% of our students transition to college. CST scores have been steadily rising and the API has grown to 839. San Dimas HS is in the top 7% of schools in academic performance according to US News and World Report.

Addressing Critical Learner Needs

Although the school has shown great improvement in many areas and more cohesive department communication, we all realize that students' ability to think more critically is going to be a necessity to be successful under the new common core standards. Teachers also realize that this area must be looked at from the perspective of all subject areas, including subject areas that have not traditionally been tested by the state.

Strengths and Growth Needs: Curriculum

Areas of Strength

1. Communication with students, parents and community through the school website, ABI, Facebook, Twitter, Instagram, Remind 101, etc.
2. A wide variety of AP, honors and accelerated classes that are open to all students
3. Meaningful connections between school, local businesses, local government and community
4. Extensive learning opportunities and experiences outside of the classroom
5. Accessibility of class content and staff

Areas of Growth

1. Increase the number of ROP, vocational and elective courses
2. Integrate cross curricular critical reading, writing and math skills
3. Increase the number of fieldtrips and guest speakers
4. Increase the number and quality of supplemental materials (textbooks, academic journals, etc.)
5. Increase the number of classroom visits by stakeholders within and across departments
6. Make the best use of instructional time

Category C: Standards-based Student Learning: Instruction

C1: Instruction Criterion

Results of Student Observations and Examining Work

The degree to which students master academic standards and expected school wide learning results (ESLRs) is assessed via a variety of strategies including formative and summative assessments. Last year's CAHSEE pass rates were 91% Math and 93% English. The school has both CAHSEE Intervention and Study Period classes for students who have not passed or are at risk of not passing. Illuminate and ABI data, as well as other test score data, allow for more accurate identification of individual students and key subgroups which helps to personalize and differentiate instruction.

*CAHSEE Data
Illuminate Data
Numbers of students in
Intervention classes
Benchmark Data
Graduation Rate
Report Cards*

All stakeholders participated in School Snapshots during the Self Study Process. A total of 228 Snapshots were returned by teachers, parents, classified staff and students. During these Snapshots, stakeholders made a 5-10 minute visit to a classroom and recorded what they observed students doing. The Snapshot visits were random and unannounced; they were performed over a two-week period. The majority of the Snapshots indicated that students were engaged in learning campus wide. All Stakeholders were impressed by the involvement of students across a wide variety of subgroups.

Snapshot data

Teachers, counselors and administrative staff actively encourage students to pursue AP courses. SDHS has continued to increase its AP enrollment and presently has a high percentage of students enrolled in these courses.

*Master Schedule
Newsweek rankings*

Standards based instruction is incorporated with the ESLRs and provide a common language and set of learning objectives that drive and inform instruction.

*SDCP presentations
ESLR self-reflections
Course syllabi*

Certain departments have adapted an explanation of the ESLRs to tie in with the respective departmental student goals and have them represented on their course outlines (e.g., Foreign Language Dept).

All departments use PLCs to go over tests and identify and isolate issues and/or problem areas with standards, goals, scope and sequence, etc. Those departments and courses that have standards based tests consult Illuminate data with benchmark tests.

*PLC Minutes
Dept Minutes
Illuminate reports*

Math, Science and English use a variety of assessments to place students and check for student readiness for moving to the next level.

*CST scores
Common Assessments
Benchmarks*

Student Understanding of Performance Levels

Teachers use a variety of techniques to inform students of the standards and expected performance levels for each area of study. Teacher syllabi state long-term goals for each subject. These syllabi include grading standards and ESLRs. Each day, the objective is on the board and is referenced in one or more of the following ways: Teachers draw students' attention to it by reading it out loud, students writing it in their notes, or students reading it out loud. Rubrics are a common method of communicating the performance levels.

*ESLR Posters
Objectives on
whiteboard
Syllabi
Illuminate Reports*

Core courses utilize Illuminate to assess students and the majority of teachers use this data to determine where re-teaching is needed. This information is then relayed back to the students.

Differentiation of Instruction

Teachers use a variety of instructional strategies to differentiate instruction based on the individual needs and learning styles of students. Most teachers have implemented the “Six Simple Strategies” championed by the district ELA program. These strategies include using complete sentences to answer questions and repeating student answers for all to hear. The effectiveness of a variety of instructional strategies are discussed at PLC meetings and consequently infused into instruction. Teachers call on non-volunteers on a regular basis to determine which students understand and then intervene with the students that do not understand through re-teaching or small group help. Assessments are used to help drive instruction by giving comparative data within a subject, class or group. Furthermore, in some cases struggling students may have the option to choose a type of assessment, and/or in some cases an individualized assessment may be appropriate. Teachers and students use various technologies on a regular basis. If indicated on their IEP, SpEd students have computers or other assistive learning devices. The Media Center provides two computer labs with 1:1 student computers. Computerized presentations are a common occurrence on campus both by students and teachers.

*Small group instruction
Modeling
Hope strategies
Quiz/test Notes
Peer-tutoring
Co-teaching
PLC Minutes*

Student Perceptions

Over 90% of the student body reported on the student survey that teachers have high expectations of them. Nearly 90% of students reported that they know what they are expected to learn and what is expected to pass their classes; parents and staff are also over 90% on these topics. The Self Study Student Home Group and ASB Leadership Students also confirmed the results. Students have access to a variety of supports to help them clarify their understanding of the expectations set forth by the whole school and the requirements for classes. This may take the form of web-based resources or traditional resources such as the school handbook, class syllabi and course outlines.

*Student Survey
SanDimasHigh.com
ABI
Teacher websites
Course syllabi*

Programs are in place to guide students through the high school experience and into college. SDHS has developed interventions in order to remediate poor performance in an area and to support struggling students. A-G requirements are explained to students by counselors and in classrooms.

*Freshman Foundations
College Fair
Freshman orientation
Financial Aid workshops*

Additional Findings

Students understand what is expected from them in their classes. Teachers set expectations and goals based on the SDHS ELSRs, AP Course Outlines, and the California Content Standards as evidenced by API and CST scores.

Addressing Critical Learner Needs

The school is continually working to address specific Critical Learner Needs. For a year the English and Math departments have been working toward preparing for the Common Core Standards through collaborative meetings and analysis of instructional materials. District Office staff has provided core teachers with informational and curriculum development workshops during which the Common Core Standards have been analyzed and deconstructed. Other departments are working in similar ways via PLC and individualized discussions. The Science and Math Departments have piloted a Common Core Smarter Balanced Assessment.

C2: Instruction Criterion

Current Knowledge

All teachers teach within their credentialed area and are NCLB compliant. Over 50% of faculty has continued their education through their master's degree or beyond. San Dimas High school teachers seek out opportunities to broaden their content understanding and hone their teaching strategies in order to adapt to the instructional needs of all students. Many subscribe and contribute to electronic discussion groups or webinars to learn more about their content area. Core departments work together where appropriate, on understanding and developing strategies to address the common core transitions.

Workshops and In-Service days with research-based groups such as TESS and RISE have influenced instructional styles and classroom management. These workshops instructed teachers in research based brain compatible instruction strategies. All new teachers are educated in these strategies when they are hired at SDHS. Administration has also been schooled in these methods and help to coach instruction through supervision.

Several AP teachers on campus are regularly appointed by the College Board to serve as AP exam graders at the national exam readings. AP teachers attend conferences to hone their knowledge of the required curriculum. New teachers participate in the BTSA induction program. When funding permits, other teachers update their content knowledge by attending workshops and conferences. Teachers infuse technology into classroom instruction with programs such as Poll Everywhere, Clickers, Web Assign, HippoCampus, Kahn Academy, Purdue Owl, Vernier Probes, YouTube, Google Docs, iPads, laptops and bring-your-own-device.

English teachers work together on committees to deconstruct and implement common core standards. The Jane Schaffer Writing Program has been implemented throughout the department.

The Math Department has participated in Common Core Standards training. District staff has demonstrated what the math assessments will look like and presented their expectations for student achievement. The department uses common assessments to drive teacher collaboration and monitoring of student progress.

The Social Science department has collaborated via PLCs regarding instructional strategies. Working together they have developed common assessments, which have been scanned into the District's Illuminate program. Further collaboration has allowed for the creation of common assessments targeting critical thinking skills, based on the Smarter Balanced Assessments. Veteran teachers and new teachers routinely work together to support departmental instructional goals and support new teachers. Collaboration allows for the sharing of instructional strategies, assessment, aligning of lesson plans with Common Core Standards.

The Foreign Language Department works collaboratively within and across content areas. For example, Spanish 1 and Spanish 2 classes have worked to develop common unit and semester exams. French 3 and Spanish 3 as well as French AP and Spanish AP have had discussions of similar projects and techniques to drive instruction. Common assessments have allowed for alignment of curriculum in like level and like subject classes. Some teachers have been able to voluntarily participate in programs at USC and at Pomona College to foster ongoing professional development. French, as a singleton teacher, has begun work to bring about collaboration with our sister school, Bonita High School.

The Science Department regularly discusses pedagogy in their department meetings. Discussions about instructional strategies, grading, and current events are common. The department meets in PLCs to discuss and refine common assessments, pacing, and to monitor student progress.

SARC
Lesson Plans
Course Syllabi
PLC Minutes
Staff Dev Agendas
Teacher websites
School/District websites
YouTube
Video clips
Computer lab
Google Docs
CD/DVD/media players
Khan Academy
HippoCampus
Graphing calculators

PLC Minutes
Staff Dev Agendas
Common Assessments

Common Assessments
PLC Minutes

PLC Minutes
Dept Minutes
Common Assessments

The physical education department and athletic programs routinely participate in training and conference events. Some of these may be for sport specific or more general PE matters.

CTE teachers work with peers in their respective industries to stay current on practices and trends. Theater arts teacher is involved in community and regional theater. The Art Department has teachers who work with the community on designing and executing artistic endeavors. Choir teacher attended an out-of-state Conducting workshop and is continuing her Master's Degree.

*Community art projects
Festival of Arts
Drama class/club shows*

Teachers as Coaches

Teachers design lessons that include student collaboration and individual assignments which provide opportunities for the teacher to give individual and group feedback. Throughout the campus teachers routinely create lesson plans that allow for more than just lectures and note taking. For example some English classes provide group performance and/or writing opportunities. Foreign Language classes develop conversational practice and writing projects. Labs are used extensively by the Science Department to allow students to demonstrate mastery of the content. Many teachers in the Math, Science, Social Studies and Foreign Language Departments have students use individual whiteboards (or alternative checks for understanding) to explain their work. Several Science teachers use large student whiteboards to work in collaborative groups. Teachers gather student thoughts with student response systems and websites and hold class discussions based upon the results.

*Snap Shots
Lab Reports
Drama Programs*

Examination of Student Work

Scaffolded learning and instruction is assisted via the use of a variety of techniques. Many assignments are project based with rubrics to guide students in their organization and application of knowledge. Set standards and expectations are established for labs, projects and research papers. Rubrics and interactive note taking allow for structured learning; breaking down learning into smaller steps and "chunking" the information. With respect to writing, the Jane Schaffer Method centers on formulaic writing that assists students with writing development and organization. In many classes, including SpEd and Co-Teaching classes, student folders keep graded student work organized and available for reference. Where appropriate, mnemonic devices assist students with memorization of critical information. MLA format is required in some classes and promoted in others when writing research papers. The EBSCO host database has recently been made available to students and teachers which will allow them to conduct research on a larger academic scale. Teachers have been trained in its use. In Visual Communication Classes, students explore a wide spectrum of advertisements and designs throughout different cultures and time periods in order to stay ahead of current trends. Common Core has pushed departments to add deeper Depth of Knowledge culminating in activities that push students to discover and invent solutions.

*ESLR Reflections
Classroom Visits
Snap Shots
Interactive notebooks
Jane Schaffer essays
French portfolios*

Student work in this area is quite diverse and covers a number of skills. Students may be expected to critique fellow students' work in order to develop a better design, project or paper. In some situations, students engage in mock interviews the performance of which evaluated by teachers or peers. Students may be asked to create a budget or establish a list of performers or directors on a collaborative film project. In other settings, students may be asked to make conclusions based on data collected and application of concepts learned in class. Students might also be expected to work collaboratively on writing and performance of a script, conversation or film (in some cases, in another language).

*Variety show
Book report trailer
Lab Reports
Spanish dialogues
French dialogues*

Use of Technology

The use of technology spans the curriculum with some classes being heavily technology based (Career and Tech Ed) and others using the technology as a support or application for that subject area. Students may make films, recordings, print or research materials using Word, PowerPoint, Excel, Media Player, or Apple programs all depending on the stated goal. In addition, specific courses may have unique aspects that point students towards the mastery of technological skills. For example, Spanish, French, and Anatomy classes have online textbooks with a number of interactive applications. Chemistry, APES, Physics, Spanish, Psychology have teacher websites which students use to access assignments, information and activities. Advanced Math, AP Calculus and AP Statistics use graphing calculators. Some classes generate reports detailing individual and class responses from assessments. SDHS has also transitioned its traditional hard copy newspaper to an online form. Each of these examples assists students in attaining our ESLRs regarding accomplished learners and effective communicators.

Computer access on campus
Media Center Labs
Online textbooks
Course-specific websites
Graphing calculators
Student response systems
Online Student newspaper
iPads
Laptop Computers
Student Personal Devices

Student work demonstrates that students in all departments use the library for research and research papers. The school has purchased a site license for EBSCO which students access for research on campus and off campus. There are a variety of science competitions for which students do work outside the classroom and use resources not available in school. Foreign language classes have projects and conversational experiences that routinely point to learning beyond the textbook. Students cite work (largely in MLA format) and use concrete examples from their research. Student work shows a variety of multi-media projects utilizing PowerPoint and Prezi. This culminates in the senior year when students present their SDCP project. The Common Core has pushed teachers (especially in Social Studies) to use primary source documents for instruction; student work shows comparisons, annotation and analysis of these documents.

Real World Experiences

Teachers support projects that give all students access to real-world experiences. The service hours required by the San Dimas Connection Project (SDCP) foster community and service involvement starting freshman year. Drama students are involved in writing, designing and directing shows which are real world skills for their future careers. They are invited yearly by the city of San Dimas to do performances at city events. The choral department tours every year and has competitions as well as music exchanges with other high schools. They also attend workshops and festivals. CTE does community projects and has articulation programs with local community colleges (Mt. SAC). They are also involved in fairs and city events. The Career Center has an annual College Week and Career Day that provide students with information about post-secondary options by bringing them into contact with educators and professionals in a variety of fields. Foreign Language classes offer differing opportunities to apply the language in real-world settings outside the classroom. The Science department provides opportunities for real-world investigations via field trips and excursions. The Science Road Show and Family Science Night allow students to teach elementary and middle school students. Science field trips include hikes and overnight trips so that students can experience the ecology and geology of local biomes.

SDCP Handbook
Fine Art Performances
Career Day
Field Trips
Oldenborg Center
Pomona College (AP French)
Deaf Culture events (ASL)

Additional Findings

Teachers at San Dimas High School use a variety of instructional strategies to enrich student learning experiences. Real world experiences are included through field trips, guest speakers and SDCP Community Service Hours. 65% of students reported in the WASC survey that they have the opportunity to learn life skills through activities such as field trips and guest speakers. This is one of the weaker survey responses (most responses were in the 80%-90% range), and is therefore an area in which we could improve.

New instructional strategies and a common vocabulary about instruction have helped to move our subgroups to increasingly higher levels. The achievement gap has narrowed for every subgroup since our last accreditation. Over the past six years, SpEd students have grown in their API from 500 to 650. A score of 650 is still a critical need compared to the school wide API of 839. Teachers need to have professional development opportunities especially with AP classes. AP French and Spanish would be interested in training if it exists and there is funding.

Strengths and Growth Needs: Instruction

Areas of Strength

1. Implementation of Study period
2. Use of common assessments
3. ESLRs, Vision and Mission Statement visible in classrooms
4. Learning objectives visible in classrooms
5. Use of differentiated instruction
6. Student work is visible in classrooms, throughout the school, on school website, at the district office and in the community
7. PLCs in all departments
8. Schoolwide use of technology
9. Intervention classes

Areas of Growth

1. Increased intervention services for EL students
2. Realign master schedule to allow more access to elective courses
3. Continued fostering of A-G requirements school wide
4. Investigate more options with ROP and Vocational Education classes
5. Better serve marginalized or “ghost” students
6. Increase real world experiences and field trips

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

D1/D2: Assessment and Accountability Criteria

Professionally Acceptable Assessment Process

Teachers use ABI to record assessments and upload grades. Grades can be seen for each individual assignment. ABI is our online grade book and parents can check on their student's progress at any time. Teachers can also send mass e-mails to parents.

*ABI
Illuminate
Outlook*

Teachers are equipped with webcam scanners that allow them to instantly collect data and score assignments. They can analyze that data by using the Illuminate website which allows them to monitor sub categories such as "frequency response," "classroom performance," "reports," "statistics," and individual student performance. Most of the aforementioned can be converted to spreadsheets and printable document forms. Also, individual questions can be linked to California content standards, thus making it possible for teachers to immediately see which standards are clearly understood by students and which may need re-teaching. Special Education teachers use the Language! program which creates a large amount of student performance data.

*Webcam Scanner
Illuminate
Language!
Dept Minutes*

Every August staff members receive CST scores via Illuminate and staff meetings. Parents and students receive a letter home during summer reporting their scores. Information is disaggregated into past students, current students and by department. Information is presented in three year trends. Each department can therefore look at their areas of growth as well as areas of need. Significant subgroups are analyzed via illuminate.

*CST Scores
Illuminate
Meeting Minutes*

Basis for Determination of Performance Levels

Many teachers set their own grading scales. Some departments use standardized scales. For example, the Math Department uses a standard system where grades are weighted as: tests 70%, homework 15%, quizzes 15%. Science teachers use common grading scales and weighting in each course. Teachers relate grades to student understanding of material, as measured by test scores, rather than factors such as citizenship, bringing materials to class, etc. CST, CAHSEE, benchmarks, common assessments and class room assignments are used to indicate a student's academic performance level.

*Syllabi
CST Scores
GPA Data*

Appropriate Assessment Strategies

Teachers use class discussions, labs, tests, quizzes, homework and classwork to measure students' grasp of material. In many AP classes, common assessments are based on released AP exams. In college prep classes, common assessments are based on state standards. PLC meetings help to coordinate this planning. Stakeholders indicated on the WASC survey that teachers have high expectations for student performance (90%). These expectations include collaborative projects, presentations and both formative and summative assessments.

*Syllabi
Lesson Plans
Survey Results*

Demonstration of Student Achievement

Illuminate test result statistics are used to discover the areas of student need. Common assessments are linked to the academic standards and PLCs discuss student performance on these assessments. Such data can be analyzed further to address and remedy the concepts that students struggle with. That, in turn, provides insight for teachers, counselors and administrators to identify the causes of those troubling concepts: ex. Lack of fundamental concepts, possible

*SDCP
PLC minutes
Lesson Plans
Syllabi
IEP Goals & Objectives*

learning disabilities, or socio-economic disadvantages. The English department uses research papers and essays to demonstrate student ability to analyze, synthesize and present data. Teachers create increasingly difficult assignments and tests based upon academic standards and ESLRs, re-teaching concepts when necessary.

Music students perform selections that demand specific skills as laid out in the California Content Standards. Science teachers incorporate the ESLRs into lab reports and research papers. Each year all teachers provide examples of and explain how SDCP best work samples relate to the ESLRs. IEP forms address accommodations and modifications that need to be required of each teacher for a student throughout the school day. Accommodations and modifications are applied to CSTs, CAHSEE, classroom tests and the SDCP based on each individual student's IEP. All teachers have access to the complete IEP via both hardcopy and email. EL students are asked to answer the same level of difficulty questions, but are allowed to use translators, word lists, extended time and modified assessments to prevent language barriers from affecting their test scores.

Curriculum Embedded Assessments

English and math use benchmark tests and/or common assessments and then analyze the data to drive and differentiate instruction. English department uses PLC time to discuss content and pacing guides for instruction. Various vehicles (novels, short story, poem) are used to teach the same standards. The math pacing guide is strongly connected to the common assessments because the assessments are written—based on the standards—before instruction begins. Teachers look at student answers on Illuminate, and any standard that had poor group performance is re-taught. Teachers examine data on Illuminate to locate at-risk groups and modify instruction. English Learners are allowed to use electronic translators, a buddy that can translate for them, primary language content vocabulary lists and translated materials to aid in their testing.

*Benchmark exams
Illuminate
Common assessments
Pacing guides
PLC minutes*

Student Feedback

Teachers review commonly missed questions on tests with students as a group. Students do test corrections to earn a curve or the right to retake a test. Test corrections include both finding the correct answer as well as analyzing why the student initially got the question wrong. Students peer grade practice AP tests.

*Benchmark Tests
V-Port
Accelerated Math
Lesson Plans
Student work*

ABI, progress reports, quarter grades, semester grades and parent conferences are used to keep students and parents informed about progress. Response systems, exit questions, whiteboarding, questioning strategies, rubrics and test corrections are used regularly in classrooms.

English classes use rough drafts and final drafts of essays. Writing circles are used to help with revision of drafts. Student performance on tests is analyzed in Illuminate to see which specific standards need to be re-taught, and students are told their areas of need. Students struggling in reading use the Language! program and receive feedback from the program about their performance. The data is entered into V-Port and feedback can be ascertained to know which areas need re-teaching and retesting. Accelerated Math (AM) gives students math practice problems based on their weaknesses from previous assignments that were scanned into AM. The STAR reading assessment is given to all freshmen to give feedback regarding reading levels.

Modification of the Teaching/Learning Process

We collect data using benchmarks, CST, and common assessments and analyze that data in Illuminate. The data is presented in performance summaries. The Science department looks at common assessments and then uses the results to re-teach and modify pacing guides.

*Benchmark exams
PLC Minutes
CST scores
CAHSEE pass rates*

Placement in 5th period intervention classes is partially based on CST scores. Math implemented a formalized intervention program for the first quarter of 2013-14. The effectiveness will be measured by increases in benchmark and CAHSEE scores. All of these have been very effective in helping teachers modify instruction.

PLCs analyze common assessment data to determine the cause of any poor performance on specific common assessment questions. Teachers also look at high performing groups of students on certain questions to determine what instructional strategies contributed to their success. Pacing guides are adjusted after analyzing the results of an assessment in PLCs.

Monitoring of Student Growth

Progress reports are given out four times a semester. They are distributed during 6th period or mailed home, and a phone call goes out to all households letting parents know about them. ABI is available for students and parents to see year round. ABI also has the ability to email grade reports to all parents any time a teacher desires.

*SDCP Portfolio
CST results
IEPs
ESLR Reflection
D and F lists*

Progress on IEP goals is reported to parents at the same time as grades are reported. At the annual IEP meeting a final progress report is presented. At that time, modifications to IEPs are made if needed.

Counselors call in students with multiple Ds and Fs and other at risk students to make sure they are aware of their grades, that they understand how to use ABI, and to help create a plan for improving their performance. The D and F list is monitored on both a quarterly and a yearly basis. Student progress is used to determine placement in study period and or intervention programs. Counselors met regularly with 9th grade at risk and Opportunity students.

IEPs address failing grades through a goal or behavior intervention plan.

Best work samples for the SDCP are addressed and uploaded in May of each year; however teachers present projects worthy of being best work samples throughout the year. Students are expected to look at their work every year in every class and to use samples they are most proud of as Best Work. They view these samples in light of the ESLR rubric to reflect on which ESLRs are being demonstrated. The SDCP is a culminating project that measures the success the students have had in Expected School Wide Learning Results.

Students are given a practice CAHSEE test during freshmen year. Results are given to students and parents. The scores are used to help determine placement in intervention programs.

Additional Findings

We have an effective process in place to monitor student progress on the state standards, provide feedback, and use the results of assessments to drive instruction.

*Illuminate
Snapshot results
Stakeholder surveys
SDCP
Dept Minutes
PLC minutes*

The SDCP was designed as a summative High School assessment to demonstrate student attainment of the ESLRs. The components of SDCP which demonstrate this attainment include: Best work samples from every content area, the personal story, the resume, the career assessment, the High School and Beyond plan, the presentation, and community service.

There is an ongoing discussion on campus regarding the efficacy of grades. Discussions are occurring regarding whether teachers should give an A for the semester if a student scores an A on a comprehensive final even though the student has not done A quality work throughout the semester. The concept is that an A on the final indicates proficiency in all material covered in the course.

Addressing Critical Learner Needs

While the achievement gap continues to decline for SED, SpEd, and Hispanic students, EL students continue to fall behind. The school needs to address the Critical Learner Need that specifically addresses the performance of significant subgroups, especially EL students. Additional resources and systems are needed to address EL achievement. We need to adjust our assessments to reflect higher levels of Depth of Knowledge to prepare for the Common Core.

*API
CST Scores
Illuminate*

D3/D4: Indicators & Prompts Criteria

Indicators with Prompts

Teachers and district personnel create benchmarks and prepare students for statewide and national testing. Results of assessments are shared with students during class, with parents through ABI, and are used in PLC meetings to guide instruction. The Board of Education receives periodic updates on CST, API and benchmark assessments from district staff. District collects testing data for teachers and site administrators to access and use to modify future instruction.

*Benchmark exams
CAHSEE results
ABI
CST results
Illuminate
PLC Minutes
Progress reports*

Teachers provide information for students and parents about student academic progress through progress reports, ABI, teacher-student conferences, parent teacher conferences, email, and phone calls. Teachers of common subjects meet to discuss the results of common assessments.

Counselors meet with at risk students on a regular basis; in addition, teachers and counselors attend 504 meetings, SSTs, and IEPs. Counselors monitor student achievement through progress reports and meet with students who are at risk.

Reporting Student Progress

The Superintendent's Newsletter and Parent Newsletter provide information about school and district academic progress. Students and parents are able to regularly check on individual student progress to encourage growth. ABI is available to 100% of parents and students so they can see all of the grades.

*Superintendent's
Newsletter
ABI
SDCP
School website
Benchmark Data
SDCP Handbook
SDCP portfolios
Parent Newsletter*

SDHS uses print and online communication to emphasize API performance, CST success and national rankings and awards. Benchmark tests are given district wide so that the progress of all students can be monitored at the district level. Students include the ESLRs in their San Dimas Connection Project presentations, which are judged by school board members, parents, community members, and district personnel.

Modifications Based on Assessment Results

Instructional and program decisions at San Dimas High School are based on performance data. The data includes CST, CAHSEE, Benchmarks, Common Assessments, and Grades. All school staff are trained on data assessment programs at staff meetings and on staff development days. Language!, CAHSEE Math, CAHSEE English, after school tutoring and Study Period were created to help students that struggle.

*Pacing guides
Syllabi
Department minutes
CAHSEE classes
PLC minutes
SSC Minutes
HOPE strategies*

A recent example of this process is our Extended Lunch Opportunity/Study Period. The program was created to address needs identified looking at this data. Students are placed in Study Period if these indicators are low and receive extra help as well as time to complete assignments and assessments.

School Site Council uses categorical funds to pay for intervention sections as well as tutoring and online credit recovery classes. One example is our Language! program. The class was created to help struggling readers based upon assessment results. CAHSEE classes have also been created based on CAHSEE scores and a CAHSEE pretest given to all freshman.

PLCs modify their pacing based on cluster scores, common assessments and student grades. PLCs also identify which concepts were most important based on their frequency of appearance on standardized tests. Math departments adopted a spiral curriculum, weekly tests to check spiral curriculum, and department wide worksheets that include questions from spiral curriculum. The Math department added a formalized review curriculum during Study Period; this curriculum was based on skills in which students scored low in the past. Low math scores prompted the Math Department to visit other high schools and bring back proven strategies. Teachers now employ Hope Strategies adopted from these visits as incentives for students to improve performance.

Additional Findings

Many types of information are used to monitor student progress. Information distribution seems effective, but it is not always clear which stakeholders utilize the information. Resources are allocated to support needs which are identified by student performance. Student progress is monitored in a variety of ways.

Addressing Critical Learner Needs

Data is disaggregated by subgroups and programs have been added to address the needs of these subgroups. Although our subgroups have shown significant growth over the past six years, there is a need to continue to close the achievement gap.

Strengths and Growth Needs: Assessment and Accountability

Areas of Strength

1. We communicate well with all stakeholders regarding student performance
2. We proactively use assessments to place students in intervention programs
3. We use the results of assessments in Illuminate to drive instructional decisions
4. We monitor student progress toward the ESLRs through the SDCP processes

Areas of Growth

1. We need to continue creating, refining, and using Common Core assessments, which include a demand for a higher Depth of Knowledge, as we transition into the new standards
2. We need to work on closing the achievement gap between SED, Special Ed, and EL subgroup students and the rest of the school population
3. We need to utilize assessments at the beginning of the school year that identify students who are lower achieving in math so that teachers can support those students throughout the school year

Category E: School Culture & Support for Student Growth

E1: School Culture and Student Support Criterion

Regular Parent Involvement

The school leadership employs a wide range of strategies that encourage parental and community involvement. We effectively implement many strategies and processes that encourage regular involvement by all stakeholders in the San Dimas Community. An analysis of our supporting evidence reveals the following categories of our strategies and processes for regular involvement of parents in our community to be active partners in the teaching/learning process. The categories include: technology, personal interaction, assemblies/informational meetings, and student driven organizations and activities. A variety of technological platforms have allowed us to communicate with all of our parents including non-English speaking parents. Programs like Back to School Night and Open House give both parents and teachers opportunities for personal interaction. Students are actively involved in the community through events like Students in Government Day, Every 15 Minutes, and a variety of community service activities. Teachers and parents take advantage of the school's bilingual counselors and EL Specialist to ensure that non-English speaking parents are included in school events and in the overall teaching/learning process.

*ABI
School Website
Parent Newsletter
Daily Bulletin
Parent Teacher Meeting
Booster Clubs
Back to School
Open House
8th grade Parent Night
Career Day
Student/Gov't Day
Reverse Stu/Gov't Day
College Night
Intervention Period*

Use of Community Resources

San Dimas High School encourages students to participate with local government officials during Students in Government Day. Students shadow government officials for the day and take a tour of the city.

Every student participates in Career Day each spring. Students select an area of interest and attend a presentation in that area. Community businesses are invited to participate, sometimes producing internships for further exploration.

SDCP partners with community members, parents, and staff to encourage student involvement within the community. Faculty/Staff are advisors for the SDCP. Staff, parents, district office, school board members and community members judge presentations.

Partnerships with local businesses have helped to encourage a positive climate on campus. Glendora Chevrolet donates a car each year to encourage perfect attendance. San Dimas Community Hospital sponsors a "Saint of the Month" luncheon to honor outstanding students and staff. The hospital also donates prizes to encourage student attendance and a flu shot clinic for staff members.

We are in the process of implementing a program titled Naviance that will collect and organize student and parent data per grade level.

*Student/Gov't Day
Career Day
ROP Courses
Armed Forces Booths
College Fair
Performing Arts
SDCP Service Hours
Science Roadshow
Junior Fair Board*

Parent/Community and Student Achievement

Naviance is an interactive computer support program that assists students in developing their academic four-year plan for college, scholarship and career goals. Parents, students and counselors participate in this program. GoDimas.com helps students monitor their SDCP progress and download forms. Students and parents can monitor daily activities, attendance, grades, discipline and contact teachers through ABI. The parent newsletter, online calendar, and Daily Bulletin allow parents to stay informed of activities and achievements.

SanDimasHigh.com allows teachers to post syllabi, important dates, testing activities and ESLRs. In addition, ESLRs are also posted in classrooms and multiple locations. The ESLRs are revised

*Naviance
GoDimas.com
Freshman orientation
Recycling Program
Holiday Food/Toy Drive
Thanksgiving Food Drive
Pennies for Pasta
Solar Boat Competition*

periodically with input from all stakeholders. San Dimas High School also supports collaborative peer tutoring after school in a variety of core academic areas.

Back to School Night, Open House, Renaissance Awards, and Star Awards programs offer opportunities for parents and the community to stay in touch with the school.

Additional Findings

San Dimas High School offers a wide variety of communication regarding curricular and co-curricular programs. Publications, emails, marquee, standing committees, school website, flyers, Daily Bulletin, and teacher syllabi all provide this communication. All stakeholders have input on school site decision through standing committees (Leadership Team, Faculty Meetings, Classified Meetings, School Site Council, PTSA and Student Home Group).

Addressing Critical Learner Needs

San Dimas High School supports subgroups in an effort to close the achievement gap. CAHSEE support classes (SAI, EL) Co-teaching in core classes, mainstreaming of SAI, EL in obtaining a higher level of proficiency and understanding. All the above is communicated through letters mailed home, phone calls and meetings with parents/guardians.

E2: School Culture and Student Support Criterion

Safe, Clean, Professional Culture

Our campus is a closed campus and requires a guest sign in sheet, allowing our staff to control who enters and leaves campus. The school has on duty campus security guards, a deputy SRO from the local sheriff's station, a school wide security plan, security viewers for classroom doors, and three administrators for supervision during the time when students arrive at school, as well as during lunch and break. The campus also provides strong lighting at night, security cameras around sporting facilities, and staff that is fully aware of increased security needs in a post Newtown society. Our coaches have increased their vigilance in all areas, spending extra time and energy looking out for the security that previously may have been overlooked. We also have a disaster plan covering any kind of natural disasters. The district has provided our campus with access to a direct emergency radio channel that communicates with the district office and all the other schools in the district. This allows our campus a direct line to the outside world in case of any emergency.

We have two AEDs, a full time health clerk, and a district nurse we share with several schools. Students who face health emergencies also find support in the classroom with the use of first aid kits and all of our coaches are trained in first aid and CPR. An athletic trainer also attends all home varsity sporting events.

We have instituted additional disciplinary steps to prevent escalation of consequences to lower the recidivism rate in minor and major behavioral issues. This has led to a reduction of suspensions and a heightening of behavioral support.

The district provides a full time grounds man and custodian who beautify the campus during the day, as well as two and a half night custodians, making the campus clean and safe. With the building of the new stadium and the renovation and expansion of the school gym and locker rooms, students have taken ownership of the facilities they use daily. Students have also taken pride in the school and there is relatively little trash to pick up after school meal times. Additionally, ASB has instituted an on-campus recycling program.

*Campus Supervisors
School Safety Plan
Student Handbook
Staff Handbook
Tree planting Project
Emergency Supply Kits
Campus Map
After school Tutoring*

High Expectations/Concern for Students

Under the leadership of Michael Kelly, the culture of San Dimas High School has become a place of caring, concern, and high expectations. The Monday Morning Message keeps all staff up to date with the news for the upcoming week. This in turn leads to better communication with the students.

The senior project requires students to interact with the ESLRs, demonstrating the expectations of the school for its students. This project also connects students with advisors who help lead them through the graduation process.

Several clubs on campus such as NHS, Best Buddies, and CSF look out for the needs of marginalized and at risk students. Students are part of over 30 clubs on campus and attend school events in large numbers.

*Monday Morning
Message
SDCP Handbook
Club List
Best Buddies Club
NHS
CSF
Key Club*

Atmosphere of Trust, Respect and Professionalism

The staff attends meetings that have set standards that include a respect for time and each other. There are staff developments and trainings that allow teachers to work with one another and exchange ideas and teaching materials. The Sunshine Committee raises funds to support all staff and faculty, especially in respects to morale.

*Staff Meeting Agenda
Dep't Minutes
PLC Minutes*

Additional Findings

We have a strong classified, certificated, and support staff that shows support and service to all students including at-risk students. We have a positive relationship with group home advocates that provide a link to the San Dimas Staff.

SDHS community has numerous ways to honor and award students throughout the years including Saint of the Month, Perfect Attendance, Star Program, and Renaissance. We have a strong ASB program that works to involve all students and honors both staff and students for their positive contributions to the SDHS community.

Addressing Critical Learner Needs

We foster a culture of trust with parents by using a variety of resources within our school environment, such as EL students matched with peers, bilingual faculty, and parent support meetings. By honoring family culture and language diversity our school demonstrates an atmosphere of respect.

Parents rely on the professionalism of staff to honor privacy which demonstrates a relationship of trust respect as seen in counseling conferences with parents, students, and faculty knowing that level of confidentiality is upheld.

E3/E4: School Culture and Student Support Criteria

Adequate Personalized Support

There is a well-rounded support system that encompasses counselors, teachers, nurses, psychologist, career technician, and speech pathologist to meet the needs of students in such areas as health, personal, social, academic, and career needs. Students are first made aware of SDHS programs at the elementary school. Counselors go to the middle school and register them for classes. Soon afterward, 8th Grade Parent Night gives students the same information. A four-year plan is developed in their Freshman Studies class and counselors again visit classes to talk about college and career choices.

*Counseling Office
8th Grade Parent Night
College Information
Night
Health Office
Career Day*

Students experiencing difficulties are referred for onsite counseling through a grant with the NCADD. Student Study Teams and IEP meetings support student needs. An 80% psychologist meets with students and supports Special Education needs. The district provides occupational therapy, and counseling.

The Health Office refers students to no cost medical services. They also provide medical, vision, and hearing screenings. We also provide a student flu shot clinic each year.

Teachers volunteer time before school, after school and during break and lunch to tutor or just help students connect to the school.

Direct Connections

San Dimas High School requires the San Dimas Connection Project (SDCP), which uses the expected Schoolwide learning results to connect academic performance to community resources.

*Online Credit Recovery
Co-teaching courses
SDCP Handbook
IEPs
504s*

All staff and stakeholders partake in supporting the appropriate delivery of student services. Students are supported with Specialized Academic Instruction through IEPs, SST's and 504's.

Counselors are the nexus for students at risk in a variety of ways. They have attended crisis management training and intervene with students with suicidal ideations or other acting out behaviors. Students and parents are counseled and sometimes referred to the county PET team. Counselors are in close contact with the parents of these students.

The school offers vision and hearing testing annually. Certificates for no- or low-cost glasses and vision testing are provided by a partnership with WalMart. Families are referred to a local county health clinic. Tri City Mental Health and NCADD contract with the district so that students may be referred for psychological services.

Aurora Behavioral Service is a local center that provides mental health service for students with acute needs. Some local doctors have agreed to provide a health assessment for students in need upon referral.

Strategies Used for Student Growth/Development

San Dimas High School has implemented an academic and behavioral intervention period (Study Period) into the daily schedule for the purpose of providing supplemental assistance to students in a variety of content areas. As a positive incentive, students can earn an hour lunch by staying on top of their studies. San Dimas High School also conducts a wide array of departmental, school-wide staff meetings, and individualized educational and behavioral plans for the purpose of increasing academic performance. Teachers are in their rooms after school, before school and during break and lunch for student needs.

*Study Period Class Lists
Naviance
Community Service Clubs
IEPs
SST
504's
Study Period*

Co-teaching classes have been in place for several years. These classes allow SpEd students to access the RegEd curriculum. Each class has a RegEd teacher providing a rigorous curriculum and a SpEd teacher providing accommodations.

AP and honors courses are available to all students. If a student is not recommended to an AP or honors class, they can speak to their counselor or the teacher of the class and enroll. The master schedule is built each year based upon student requests for classes.

An online program called Naviance is in place beginning this year to allow students, parents and counselors to track student progress. Students have access to support services in Naviance including high school, college, and career planning.

Afterschool credit recovery is in place for all subjects. Students are recommended for the program by counselors or self-select in. Students behind in credit can also enroll in Summer School allowing them to earn up to ten credits. Students are also referred to Mount Sac, Tri Community or online college courses for credit recovery. Counselors monitor students through fail lists and prioritize enrollment by grade level.

Support Services and Learning

San Dimas High School staff and administration work collaboratively to initiate and implement specific programs to include all students' participation in the high school experience.

EL, GATE, and Special Education subgroups are equally represented in the activities that the School provides.

GATE program is provided through accelerated, AP, and honors level classes. Students identified as GATE enroll in the number of higher-level classes they are comfortable with. All students have access to these classes and work alongside the GATE students.

EL students are enrolled in the Language! program. This class is a two period block that emphasizes reading and English Language acquisition. A part time bi-lingual aide helps in this classroom as well as supporting EL students in their other classes. EL students are assessed annually on the CELDT test.

Co-teaching classes have been in place for several years. These classes allow SpEd students to access the RegEd curriculum. Each class has a RegEd teacher providing a rigorous curriculum and a SpEd teacher providing accommodations. SDC and RSP classes are offered in a variety of classes. Most SpEd classrooms have an instructional aide, but aides are moved into mainstream classrooms to support student needs.

*AP Program Offerings
AP Field Trips
EL Support
Special Needs Dance
Best Buddies
SDCP Community Service*

Equal Access to Curriculum and Support

San Dimas High School allows for all demographics to be represented in all courses according to their individual academic abilities or unique talents. San Dimas High School offers a large selection of singleton and doubleton classes to accommodate the small school population. The master schedule is built each year based upon student requests.

An Opportunity Class is on campus to support the needs of SpEd students with behavioral and psychological issues. These students attend all day in this classroom or are mainstreamed into RegEd classes when appropriate.

Jazz Band meets zero period (6:30 am) to allow honors and AP students to participate. Cheer also practices before school to allow participants time afterschool for sports or other activities.

*Summer School
After School Tutoring
Study Period
CAHSEE Classes
Geometry Concepts*

Co-Curricular Activities

San Dimas High School offers field trips and activities to supplement knowledge not acquired through means of the classroom and textbook. Students participate in a semi-annual Renaissance Assembly that celebrates academic achievement and recognizes student performance. Students also receive STAR awards for participating in several community service organizations while maintaining excellent academic achievement.

Science field trips such as AP Environmental and Science Roadshow connect classroom learning to the real world. Science competition teams extend their classroom learning through study groups and afterschool study sessions. Foreign Language and ROP also take field trips to connect students to real world experiences.

*Renaissance Assembly
E15 Assembly
Science Roadshow
APES Field Trips
Foreign Language Field Trips
Science Olympiad
Choir and Drama Performances
Art Shows
Band Performances
ASB Rally and Activity Coordination*

Band, Choir and Drama performances and competitions demonstrate publically student mastery of classroom content. Art students participate in local showings and have painted murals for the city and the school.

Student Involvement in Curricular/Co-Curricular Activities

Participation in field trips, competitions, and other curricular/co-curricular activities is not formally tracked. Coaches, advisors, and teachers of the activities maintain rosters and participation lists.

Students participating in these activities are recognized at the annual spring Renaissance Assembly. NHS, CSF, Athletics, Science Competition teams are also recognized through the Renaissance program.

A new program called 5 Star Students is being put in place by ASB to track student participation in extra-curricular activities. The program tracks such things as which students are wearing school colors, who works the student store, who attends drama performances, etc. The program scans student ID cards and creates a list of participants. The ability to have teachers combine their club participation is going to be added next.

*Renaissance
Star Awards
5 Star Program
Athletic Rosters
Club Rosters*

Student Perceptions

Students find morning announcements and Daily Bulletin helpful in communicating school information such as game schedules, club meetings, volunteer opportunities, and other school activities such as field trips.

Students sometimes find it difficult to make contact with their counselor, and discuss the scheduling of classes, development of post-high school plan, and use of student resources.

The school newspaper has upgraded to a video format this year. Because the online broadcast system is in production, students have not had an opportunity to form an opinion. The initial broadcast made as of this writing was well received.

*Daily Bulletin
Survey Results
ASB Minutes
Student Online
Broadcast*

Additional Findings

Most students agree, through student survey results, that San Dimas High School provides a variety of student support services. Approximately 75% of students feel that they are invited to participate in school leadership clubs and school activities, have the opportunity to receive tutoring in Math, English, Science, and CAHSEE courses, know that there are adults on campus that are available to listen to their concerns, and that the school is a safe, secure, clean environment. 30% of our students indicated they would like more opportunities to learn life skills through field trips and guest speakers.

School snapshots indicate that students have classroom activities through which they interact with the presented classroom material. The students are engaged with technology and applying it in a real world setting.

Struggling Students are placed in Study Period to provide additional academic support. Students believe Study Period provides them with an opportunity to complete homework and receive additional help.

Addressing Critical Learner Needs

San Dimas High School addresses our critical thinking skills and engages our subgroups through our CAHSEE math and English classes which ensure that students struggling in Math and English thrive in content areas. Co-teaching classes in core content areas allow SpEd students to be mainstreamed with proper support. San Dimas High School has a Primary Language Assistant to

aid English Language Learners in core academic classes and through the Language! program.

RISE Training provides teachers with instructional strategies to present and assess information by chunking content for students. These strategies equip instructors to teach students to read and write critically, and think mathematically.

Strengths and Growth Needs: School Culture & Student Support

Areas of Strength

1. SDHS is a community that provides a positive, caring environment where certificated, classified and support staff provides support and concern for all students
2. SDCP creates a connection to the San Dimas community through community service hours using panel judges from the local community
3. Foster amazing connections between community, staff, faculty, and student body family
4. ASB reaches out to a wide variety of students to meet ever-changing diverse needs of the student body
5. The school is very strong in reaching out to parents via after school events, conferences & workshops
6. Strong Administration support and involvement in helping students reach their potential, including working with parents and community members
7. PTSA and other parent groups have strong involvement and helps support students, families, faculty and staff
8. SDHS provides effective communication to staff, students, parents and the San Dimas community

Areas of Growth

1. Fully implement the Naviance program.
2. All teachers need to utilize the many options available of programs such as ABI and Illuminate
3. Professional Development that is relevant and effective
4. Implement the 5 Star Students program to assess the extent that students participate in extracurricular activities
5. Provide seniors an authentic exit survey that would provide staff and the community information on their experience at San Dimas High School



CHAPTER 5 ACTION PLAN 2014-2020



Action Plan 2014-2020

Goal 1: Improve academic achievement of all students in all content areas.

- Critical Need:** Our current WASC Self Study process has pointed out a need to increase academic rigor and achievement for all students. Meeting this goal will help us prepare for the Common Core Standards and Smarter Balanced Assessments.
- Implement Common Core Standards
 - Increase the Depth of Knowledge demonstrated by students in all classes
 - Increase performance on CAHSEE, and Common Assessments and decrease Ds & Fs for all students in all academic content areas
 - Continue to close the achievement gap between subgroups
 - Utilize data to inform instructional and curricular choices
 - Use common assessments to drive instructional decisions
- Rationale:** Common Core Standards are raising the bar in instruction and curriculum. Students will need to think, write and speak with greater Depth of Knowledge. State testing data, Common Assessment data, discussion recommendations from WASC focus groups, as well as D and F data show an achievement gap between our White, Hispanic, SpEd, SED and EL subgroups.
- Growth Targets:** Decrease the percent of Ds and Fs campus wide by 1% per year.
All pacing guides aligned to Common Core Standards.
Increase student scores on Common Core aligned Common Assessments.
Meet all AYP growth targets.
- ESLRS Addressed:** Accomplished Learners, Effective Communicators

Goal 1: Phase I**Timeline:** Spring 2014 – Spring 2016**Personnel Responsible:** Leadership Team / Administration / Teachers / Classified Staff

Action Steps	Resources	How Progress Assessed	How Progress Reported
<ol style="list-style-type: none"> 1. Create, refine and use curriculum that supports the Common Core. <ol style="list-style-type: none"> a. Deconstruct Common Core Standards. b. Adjust pacing guides to support Common Core. c. Create Common Core aligned Common Assessments. d. Analyze the Depth of Knowledge in assignments, activities and questioning strategies. 2. Integrate critical reading, writing and math skills campus wide. <ol style="list-style-type: none"> a. Investigate and create ways to connect Math and Science concepts and Social Studies and English concepts. b. Utilize PLCs to discuss practical ideas for cross-curricular support. 3. Continue closing achievement gap. <ol style="list-style-type: none"> a. Expand the use of co-teaching classes. b. Continue to analyze data to identify at risk groups and create a plan to intervene. c. Investigate how other schools help EL students and other at risk groups and pilot any appropriate programs. 4. Staff development that is teacher/staff created. <ol style="list-style-type: none"> a. Identify current needs for curriculum specific staff development. b. Implement curriculum specific staff development based identified needs. c. Investigate ways to increase time for professional discussions. 	Educational Services Educational Publications Websites EIA Funds Local Funding Monies Site Funds Staff Development Days Department Meetings PLC Meetings Leadership Meetings Classified Meetings	Pacing Guides Common Assessments Pilot Programs Workshop Attendance Staff Dev Agendas Department Minutes PLC Minutes Staff Meeting Agendas Leadership Minutes Department Minutes Site Council Minutes Classified Agendas School Plan	Leadership Meeting Report Cards D&F List SARC ABI Illuminate August Staff Meeting Parent Newsletter Monday Morning Msg

Goal 1: Phase II**Timeline:** Fall 2016 – Spring 2018**Personnel Responsible:** Leadership Team / Administration / Teachers / Classified Staff

Action Steps	Resources	How Progress Assessed	How Progress Reported
<ol style="list-style-type: none"> 1. Create, refine and use curriculum that supports the Common Core. <ol style="list-style-type: none"> a. Adjust and refine pacing guides to support Common Core. b. Increase the Depth of Knowledge in assignments, activities and questioning strategies. 2. Integrate critical reading, writing and math skills campus wide. <ol style="list-style-type: none"> a. Implement new connections between Math and Science concepts and Social Studies and English concepts. b. Utilize PLCs to discuss practical ideas for cross-curricular support. 3. Continue closing achievement gap. <ol style="list-style-type: none"> a. Continue expanding and enhancing co-teaching classes. <ol style="list-style-type: none"> a. Implement any plans based on identified needs for at risk groups. b. Evaluate pilot programs for at risk groups and implement those that were successful. 4. Staff development that is teacher/staff created. <ol style="list-style-type: none"> a. Identify current needs for curriculum specific staff development b. Implement curriculum specific staff development based identified needs. c. Implement identified ways to increase time for professional discussions. 	Educational Services Educational Publications Websites EIA Funds Local Funding Monies Site Funds Staff Development Days Department Meetings PLC Meetings Leadership Meetings Classified Meetings	Pacing Guides Common Assessments Pilot Programs Workshop Attendance Staff Dev Agendas Department Minutes PLC Minutes Staff Meeting Agendas Leadership Minutes Department Minutes Site Council Minutes Classified Agendas School Plan	Leadership Meeting Report Cards D&F List SARC ABI Illuminate August Staff Meeting Parent Newsletter Monday Morning Msg

Goal 1: Phase III

Timeline: Fall 2018 –Spring 2020

Personnel Responsible: Leadership Team / Administration / Teachers / Classified Staff

Action Steps	Resources	How Progress Assessed	How Progress Reported
<ol style="list-style-type: none"> 1. Create, refine and use curriculum that supports the Common Core. <ol style="list-style-type: none"> a. Evaluate progress on the Common Core and refine pacing guides based on results. b. Reassess Depth of Knowledge in assignments, activities and questioning strategies. 2. Integrate critical reading, writing and math skills campus wide. <ol style="list-style-type: none"> a. Assess effectiveness of connections between Math and Science concepts and Social Studies and English concepts. b. Evaluate the use of PLCs to discuss practical ideas for cross curricular support. 3. Continue closing achievement gap. <ol style="list-style-type: none"> a. Assess the effectiveness of co-teaching classes and implement any needed changes. b. Evaluate programs for at risk students and assess new needs. c. Monitor and adjust new programs for at risk groups. 4. Staff development that is teacher/staff created. <ol style="list-style-type: none"> a. Identify current needs for curriculum specific staff development. b. Implement curriculum specific staff development based identified needs. c. Reassess and implement identified ways to increase time for professional discussions. 	Educational Services Educational Publications Websites EIA Funds Local Funding Monies Site Funds Staff Development Days Department Meetings PLC Meetings Leadership Meetings Classified Meetings	Pacing Guides Common Assessments Pilot Programs Workshop Attendance Staff Dev Agendas Department Minutes PLC Minutes Staff Meeting Agendas Leadership Minutes Department Minutes Site Council Minutes Classified Agendas School Plan	Leadership Meeting Report Cards D&F List SARC ABI Illuminate August Staff Meeting Parent Newsletter Monday Morning Message

Goal 2: Improve Communication with all stakeholders.

Critical Need: Expand the current system of communication so that all stakeholders feel informed about curricular, extra-curricular and co-curricular programs.

Rationale: Discussion with parents and WASC focus groups have pointed out that not all stakeholders feel informed about school activities, classroom responsibilities and college entrance requirements.

Growth Targets: Increase subscriptions to Online Calendar from 7,400 to 10,000.

- All stakeholders will have access to ABI passwords to create accounts
- Reduce parent complaints about updating grades by 10% each year
- 100 parents attending each training offered for online tools

ESLRS Addressed: Effective Communicators, Responsible Individuals

Goal 2: Phase I**Timeline:** Spring 2014 2018 –Spring 2016**Personnel Responsible:** Leadership Team / Administration / Teachers / Classified Staff

Action Steps	Resources	How Progress Assessed	How Progress Reported
<ol style="list-style-type: none"> 1. All teachers utilize the options available with programs such as online grade book, online attendance, and auto dialer. <ol style="list-style-type: none"> a. Provide time for professional discussions regarding effectiveness, timeliness, and frequency of online assignment input and taking of attendance. b. Provide opportunities for teachers to learn the auto dialer program. c. Provide opportunities for teachers to learn the ABI “extras” and new texting apps. 2. Inform parents, students, and staff about SDCP, support programs, tutoring, and credit recovery. <ol style="list-style-type: none"> a. Coordinate parents that are willing to interpret information regarding support programs for non-English speaking parents. b. Communicate to all parents about SDCP requirements. c. Make SDCP, support programs, tutoring and credit recovery information more visible on web page. d. Examine Freshmen Foundations curriculum and compare it to current needs. 3. Promote and improve ongoing communication with all stakeholders. <ol style="list-style-type: none"> a. Make regular training available to parents on how to use ABI, school web page, Naviance. b. Continue to monitor and improve current communication tools (i.e. Webpage, Marquee, Parent Newsletter, Online Calendar) 	<p>Website Auto Dialer Categorical Funds Site Funds Staff Development Days Department Meetings Staff Meetings PLC Meetings Leadership Meetings Classified Meetings Teacher Release Time PTSA School Site Council Back to School Night Open House College Nights Online Calendar</p>	<p>Pacing Guides Training Attendance Staff Dev Agendas Department Minutes PLC Minutes Staff Meeting Agendas Leadership Minutes Department Minutes Site Council Minutes PTSA Minutes Classified Agendas School Plan Online Calendar</p>	<p>Leadership Meeting SARC August Staff Meeting Parent Newsletter Monday Morning Message Department Minutes PLC Minutes Staff Meeting Agendas Leadership Minutes Department Minutes Site Council Minutes PTSA Minutes Online Calendar</p>

Goal 2: Phase II**Timeline:** Spring 2016 –Spring 2018**Personnel Responsible:** Leadership Team / Administration / Teachers / Classified Staff

Action Steps	Resources	How Progress Assessed	How Progress Reported
<ol style="list-style-type: none"> 1. All teachers utilize the options available with programs such as online grade book, online attendance, and auto dialer. <ol style="list-style-type: none"> a. Implement changes discovered through professional discussions regarding effectiveness, timeliness, and frequency of online assignment input and taking of attendance. b. Auto dialing training for teachers. c. Survey teachers' use of the ABI "extras" and new texting apps and provide ongoing learning opportunities. 2. Inform parents, students, and staff about SDCP, support programs, tutoring, and credit recovery. <ol style="list-style-type: none"> a. Coordinate parents that are willing to interpret information regarding support programs for non-English speaking parents. b. Communicate to all parents about SDCP requirements. c. Continue to monitor the effectiveness of support programs on the web page. d. Implement updated Freshmen Foundations curriculum to meet current needs. 3. Promote and improve ongoing communication with all stakeholders. <ol style="list-style-type: none"> a. Assess the effectiveness of parent training on ABI, school web page, Naviance, Online Calendar and implement any needed changes. 	Website Auto Dialer Categorical Funds Site Funds Staff Development Days Department Meetings Staff Meetings PLC Meetings Leadership Meetings Classified Meetings Teacher Release Time PTSA School Site Council Back to School Night Open House College Nights Online Calendar	Pacing Guides Training Attendance Staff Dev Agendas Department Minutes PLC Minutes Staff Meeting Agendas Leadership Minutes Department Minutes Site Council Minutes PTSA Minutes Classified Agendas School Plan Online Calendar	Leadership Meeting SARC August Staff Meeting Parent Newsletter Monday Morning Message Department Minutes PLC Minutes Staff Meeting Agendas Leadership Minutes Department Minutes Site Council Minutes PTSA Minutes Online Calendar

Goal 2: Phase III**Timeline:** Spring 2018 –Spring 2020**Personnel Responsible:** Leadership Team / Administration / Teachers / Classified Staff

Action Steps	Resources	How Progress Assessed	How Progress Reported
<ol style="list-style-type: none"> 1. All teachers utilize the options available with programs such as online grade book, online attendance, and auto dialer. <ol style="list-style-type: none"> a. Survey stakeholders regarding changes in effectiveness, timeliness, and frequency of online assignment input and taking of attendance. b. Assess the effectiveness of the auto dialer program. 2. Inform parents, students, and staff about SDCP, support programs, tutoring, and credit recovery. <ol style="list-style-type: none"> a. Coordinate parents that are willing to interpret information regarding support programs for non-English speaking parents. b. Communicate to all parents about SDCP requirements. c. Continue to monitor the effectiveness of support programs on the web page. d. Monitor and re-evaluate the Freshman Foundations Curriculum and implement changes to keep it current. 3. Promote and improve ongoing communication with all stakeholders. <ol style="list-style-type: none"> a. Assess the effectiveness of parent training on ABI, school web page, Naviance, Online Calendar and implement any needed changes. 	<p>Website Auto Dialer Categorical Funds Site Funds Staff Development Days Department Meetings Staff Meetings PLC Meetings Leadership Meetings Classified Meetings Teacher Release Time PTSA School Site Council Back to School Night Open House College Nights Online Calendar</p>	<p>Pacing Guides Training Attendance Staff Dev Agendas Department Minutes PLC Minutes Staff Meeting Agendas Leadership Minutes Department Minutes Site Council Minutes PTSA Minutes Classified Agendas School Plan Online Calendar</p>	<p>Leadership Meeting SARC August Staff Meeting Parent Newsletter Monday Morning Message Department Minutes PLC Minutes Staff Meeting Agendas Leadership Minutes Department Minutes Site Council Minutes PTSA Minutes Online Calendar</p>

Goal 3: Improve student achievement via coordinated student supports & interventions.

- Critical Need:** Develop a comprehensive student support system that has structures in place to help all students achieve personal and academic success by providing proactive academic and social intervention.
- Improve the continuum of existing student support systems
 - Proactively identify students at risk in academic or social situations
 - Provide help to students identified as at risk
- Rationale:** School data, discussions with WASC Focus Groups, parent surveys, and testing data indicate that student discipline, academic interventions, and college entrance eligibility need to be strengthened.
- Growth Target:** Increase percentage of students completing UC/CSU requirements upon graduation by 5% per year.
- Decrease the numbers of suspensions by 5% per year
 - Increase the CAHSEE first time pass rate by 5%
 - Increase the number of students scoring proficient or above on the CAHSEE by 10%
 - Decrease the number of students assigned to Study Period by 20%
 - All students use Naviance
 - Increase percentage of parents, mainstream teachers, and case carriers who feel satisfied with level of communication regarding SDC/RSP/504 students
- ESLRS Addressed:** Accomplished Learners, Effective Communicators, Responsible Individuals

Goal 3: Phase I**Timeline:** Spring 2014 –Spring 2016**Personnel Responsible:** Leadership Team / Administration / Teachers / Classified Staff

Action Steps	Resources	How Progress Assessed	How Progress Reported
<ol style="list-style-type: none"> 1. Fully implement Naviance. <ol style="list-style-type: none"> a. Provide opportunities for all students to train using Naviance. b. Provide comprehensive training for all stakeholders. 2. Refine and develop intervention programs based on multiple measures. <ol style="list-style-type: none"> a. Continue monitoring, using, and refining our current intervention systems (Study Period, CAHSEE Prep., Study Skills, Language!, After School Tutoring, Odyssey). b. Look for new intervention programs that match current needs for at risk students. 3. Monitor at risk students including EL, SED, and Hispanic subgroups. <ol style="list-style-type: none"> a. Use data from Illuminate and ABI to place students in appropriate interventions. b. Increase communication between parents of SDC/RSP/504 students, mainstream teachers, and case carriers. 	<p>Website Auto Dialer Categorical Funds Site Funds Staff Development Days Department Meetings Staff Meetings PLC Meetings Leadership Meetings Classified Meetings Teacher Release Time PTSA School Site Council Back to School Night Open House College Nights Online Calendar</p>	<p>Training Attendance Staff Dev Agendas Department Minutes PLC Minutes Staff Meeting Agendas Leadership Minutes Department Minutes Site Council Minutes PTSA Minutes Classified Agendas School Plan Online Calendar 504 Plans IEPs Naviance data Survey results</p>	<p>Leadership Meeting SARC August Staff Meeting Parent Newsletter Monday Morning Message Department Minutes PLC Minutes Staff Meeting Agendas Leadership Minutes Department Minutes Site Council Minutes PTSA Minutes</p>

Goal 3: Phase II**Timeline:** Spring 2016 –Spring 2018**Personnel Responsible:** Leadership Team / Administration / Teachers / Classified Staff

Action Steps	Resources	How Progress Assessed	How Progress Reported
<p>4. Fully implement Naviance.</p> <p>a. Assess the effectiveness of existing opportunities used to train students on Naviance.</p> <p>b. Assess the effectiveness of stakeholder training and implement any needed changes.</p> <p>5. Refine and develop intervention programs based on multiple measures.</p> <p>a. Continue monitoring, using, and refining our current intervention systems (Study Period, CAHSEE Prep., Study Skills, Language!, After School Tutoring, Odyssey).</p> <p>b. Implement any new intervention programs that match current needs.</p> <p>6. Monitor at risk students including EL, SED, and Hispanic subgroups.</p> <p>a. Assess effectiveness of intervention programs based on student progress.</p> <p>b. Survey the level of satisfaction of stakeholders regarding communication between parents of SDC/RSP/504 students, mainstream teachers, and case carriers and implement any needed changes.</p>	<p>Website</p> <p>Auto Dialer</p> <p>Categorical Funds</p> <p>Site Funds</p> <p>Staff Development Days</p> <p>Department Meetings</p> <p>Staff Meetings</p> <p>PLC Meetings</p> <p>Leadership Meetings</p> <p>Classified Meetings</p> <p>Teacher Release Time</p> <p>PTSA</p> <p>School Site Council</p> <p>Back to School Night</p> <p>Open House</p> <p>College Nights</p> <p>Online Calendar</p>	<p>Training Attendance</p> <p>Staff Dev Agendas</p> <p>Department Minutes</p> <p>PLC Minutes</p> <p>Staff Meeting Agendas</p> <p>Leadership Minutes</p> <p>Department Minutes</p> <p>Site Council Minutes</p> <p>PTSA Minutes</p> <p>Classified Agendas</p> <p>School Plan</p> <p>Online Calendar</p> <p>504 Plans</p> <p>IEPs</p> <p>Naviance data</p> <p>Survey results</p>	<p>Leadership Meeting</p> <p>SARC</p> <p>August Staff Meeting</p> <p>Parent Newsletter</p> <p>Monday Morning Message</p> <p>Department Minutes</p> <p>PLC Minutes</p> <p>Staff Meeting Agendas</p> <p>Leadership Minutes</p> <p>Department Minutes</p> <p>Site Council Minutes</p> <p>PTSA Minutes</p>

Goal 3: Phase III**Timeline:** Spring 2018 –Spring 2020**Personnel Responsible:** Leadership Team / Administration / Teachers / Classified Staff

Action Steps	Resources	How Progress Assessed	How Progress Reported
<ol style="list-style-type: none"> 1. Fully implement Naviance. <ol style="list-style-type: none"> a. Assess the effectiveness of existing opportunities used to train students on Naviance. b. Assess the effectiveness of stakeholder training and implement any needed changes. 2. Refine and develop intervention programs based on multiple measures. <ol style="list-style-type: none"> a. Assess effectiveness of intervention programs and develop appropriate new programs to fill voids. 3. Monitor at risk students including EL, SED, and Hispanic subgroups. <ol style="list-style-type: none"> a. Assess effectiveness of intervention programs based on student progress. b. Survey the level of satisfaction of stakeholders regarding communication between parents of SDC/RSP/504 students, mainstream teachers, and case carriers and implement any needed changes. 	Website Auto Dialer Categorical Funds Site Funds Staff Development Days Department Meetings Staff Meetings PLC Meetings Leadership Meetings Classified Meetings Teacher Release Time PTSA School Site Council Back to School Night Open House College Nights Online Calendar	Training Attendance Staff Dev Agendas Department Minutes PLC Minutes Staff Meeting Agendas Leadership Minutes Department Minutes Site Council Minutes PTSA Minutes Classified Agendas School Plan Online Calendar 504 Plans IEPs Naviance data Survey results	Leadership Meeting SARC August Staff Meeting Parent Newsletter Monday Morning Message Department Minutes PLC Minutes Staff Meeting Agendas Leadership Minutes Department Minutes Site Council Minutes PTSA Minutes



APPENDIX



Appendix

Academic Performance Profile

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	(+/-)
API	Total API	772	795	801	830	827	839	12
% Proficient/Advanced	CST EOC English	54.1%	64.6%	61.8%	65.6%	61.8%	67.0%	5.2%
	CST EOC Math	16.8%	17.7%	18.9%	25.2%	26.7%	35.0%	8.3%
World/US Average	CST Social Science	38.7%	55.0%	49.5%	50.5%	58.6%	60.5%	1.9% -
	CST EOC Science	52.2%	57.5%	62.3%	71.4%	69.9%	63.5%	6.4%
AP Testing	# Courses	16	14	13	15	13	15	2
	# Testing Students	258	240	241	267	276	238	-38
	# Tests Taken	458	453	446	491	570	517	-53
	# Passed	177	191	177	194	232	179	-53
	% Passed	39.0%	42.0%	40.0%	40.0%	41.0%	45.0%	4.0%
	% Enrollment Testing	19.3%	18.8%	19.0%	20.8%	22.5%	20.9%	1.6%
PSAT Testing	# Testing Students	94	126	143	214	171	148	-23 -
	% Enrollment	7.0%	9.8%	11.0%	16.7%	13.7%	12.1%	1.6%
SAT Reasoning Testing	# Testing Students	156	138	190	204	153	185	32
	% Enrollment	11.7%	10.8%	15.0%	15.9%	12.2%	15.1%	2.9%
	Average Score			1468	1499	1469	1484	15
ACT Testing	# Testing Students	12	28	24	30	36	46	10
	% Enrollment	0.9%	2.2%	1.9%	2.3%	2.9%	3.7%	0.8%
	Composite Score		22.6	22.4	22.0	21.2	24.5	3.3
CAHSEE Pass Rate	English/Language Arts	89.0%	90.4%	93.0%	93.7%	93.1%	94.0%	0.9% -
	Mathematics	84.0%	86.1%	92.1%	91.0%	93.1%	92.0%	1.1%
A-G Requirements	# Seniors Meeting A-G	107	82	74	88	113	138	25
	% Seniors Meeting A-G	33.0%	26.9%	30.0%	30.6%	35.3%	44.8%	9.5%
Graduation Rate	# Non-Grads	10	2	1	1	0	0	0
	% Seniors Graduated	96.9%	99.7%	99.9%	99.9%	100.0%	100.0%	0.0%
Attendance Rate	% Total Attendance	97.8%	97.5%	96.7%	96.8%	96.7%	96.7%	0.0%
# Suspensions	All Grades	363	200	248	243	212	106	-106
Last Day Enrollment	Total Enrollment	1339	1280	1268	1281	1249	1224	-25

Acronyms

ACT	American College Testing	LC	Link Crew
ALC	Alternative Learning Center	MAA	Medical Activities Administration
AM	Accelerate Math	MC	Media Center
AP	Advanced Placement	NCADD	National Council Alcohol/Drug Dependency
APES	Advanced Placement Environmental Science	NCLB	No Child Left Behind
API	Academic Performance Index	PAC	Performing Arts Center
ASB	Associated Student Body	PCR	Principal's Conference Room
ASVAB	Armed Services Vocational Aptitude Battery	PLCs	Professional Learning Communities
AYP	Adequate Yearly Progress	PSAT	Preliminary Scholastic Assessment Test
BB	Below Basic	RISE	RISE Educational Consultants
BIP	Behavior Intervention Program	ROP	Regional Occupation Program
BTSA	Beginning Teacher Support and Assessment	SAI	Specialized Academic Instruction
CASHEE	California High School Exit Exam	SARB	Student Attendance Review Board
CBEDS	California Basic Education Data System	SARC	School Accountability Report Card
CELDT	CA English Language Development Test	SART	School Attendance Review Team
CLN	Critical Learner Needs	SAT	Scholastic Assessment Test
CTE	Career Technical Education	SDAIE	Special Designed Acad. Instruction in English
DELAC	District English Language Advisory Committee	SDCP	San Dimas Community Project
E15	Every 15 Minutes	SDHS	San Dimas High School
EIA	Economic Impact Aid	SED	Socio-Economically Disadvantaged
EL	English Learners	SELPA	Special Education Local Plan Area
ELA	English Language Arts	SLIBG	School/Library Improvement Block Grant
ELAC	English Language Advisory Committee	SpEd	Special Education
ELD	English Language Development	SRO	School Resource Officer
ESLRS	Expected Schoolwide Learning Results	SSC	Student Service Coordinator (Counselor)
FBB	Far Below Basic	SSC	School Site Council
FTE	Full Time Equivalent	SST	Student Study Team
GATE	Gifted and Talented Education	STAR	Standardized Testing and Reporting
HVAC	Heating Ventilation Air Conditioning	TESS	Total Education Systems Solution
IEP	Individual Education Plan	WASC	Western Association of Schools and Colleges
LACOE	Los Angeles County Office of Education		

Categorical Budget

Program Expenses	2010-11	2011-12	2012-13	2013-14	Comments
TESS	\$ 21,915				
SDCP Coordinator			\$ 1,801	\$ 1,800	Time Card
CAHSEE 10	\$ 11,693	\$11,693	\$13,100	\$14,698	.2 \$14,698
CAHSEE 11, 12	\$ 28,905	\$28,905	\$32,326	\$26,400	.4 FTE (\$14,698 - \$11,702)
Tutoring	\$ 8,480	\$ 9,000	\$ 8,480	\$ 8,480	6 hours/week (teacher & student wages)
Credit Recovery (online)	\$ 8,640	\$ 8,640	\$ 8,640	\$ 9,180	9 hours/week
Teacher Release Time		\$ 8,673	\$ 8,673	\$ 4,539	Pacing, curriculum development, Snapshots
Language Section	\$ 13,361	\$13,361	\$13,361	\$14,698	.2 \$14,698
Freshman Orientation	\$ 1,500	\$ 1,000	\$ 1,000		
Media Center		\$ 1,419	\$ 1,419	\$ 1,419	Books
Total Expenses	\$ 94,494	\$82,691	\$88,800	\$81,214	

Program Income					
Pupil Retention	\$ 9,132	\$10,020	\$10,105	\$10,090	Credit Recovery, Teacher Release
SLIBG	\$ 1,666	\$ 1,419	\$ 1,419	\$ 1,419	Media Center
CAHSEE	\$ 8,139	\$ 8,065	\$ 8,206	\$ 8,195	Tutoring
*EIA	\$ 40,123	\$14,354	\$21,394	\$28,282	CAHSEE, Language, Tutoring
GATE	\$ 3,000		\$ 2,621	\$ 2,636	SDCP Coordinator, Tutoring
*Hourly Program	\$ 24,440	\$24,440	\$24,440		
*Replacement EIA	\$ 3,488	\$24,393	\$20,615	\$30,592	CAHSEE, Language, Tutoring
Total Entitlement	\$ 89,988	\$82,691	\$88,800	\$81,214	

*Will only be used for direct support: Tutoring, Credit Recovery, Language, CAHSEE Support

Critical Areas for Follow-up

Spring 2011 Visit

1. English-Language Arts and Social Science departments need to implement a department-wide, systematic assessment process to determine student progress and to promote the school-wide achievement of academic standards.
2. All departments need a systematic and formalized process to regularly review student achievement data that is disaggregated by significant sub-groups.
3. The Leadership Team needs to establish an on-going and formalized protocol system for evaluating department-wide implementation of instructional practices as impacted by disaggregated student achievement data.
4. All departments need to regularly review student achievement data that is disaggregated to individual students' strengths and gaps in content standards and skills.
5. A cohesive process needs to be established to regularly and formally monitor the progress/success of intervention programs and individual classroom intervention strategies.
6. Create a self-evaluation tool for students to reflect on their own growth on demonstrating ESLR and content standards proficiency.
7. Develop a clear monitoring tool to assess the effectiveness of intervention programs and effectiveness of placement criteria.

Critical Learner Needs

Spring 2013

1. Prepare for the Common Core through Cross-curricular Critical Reading, Writing, and Analytical Skills.
2. Students need to be able to think mathematically and be able to perform basic mathematical functions.
3. Engage students in our significant subgroups and close the achievement gap.

Expected Schoolwide Learning Results (ESLRs)

Effective Communicators

- Read and listen with understanding
- Write and speak with clarity
- Use technology to access, organize and present information

Accomplished Learners

- Challenge themselves continuously
- Participate in and accept responsibility for learning
- Produce quality independent work
- Solve problems and express ideas creatively

Responsible Individuals

- Respect all beliefs and cultures
- Demonstrate integrity and ethical behavior
- Create and maintain a plan for the future
- Work to promote causes greater than themselves
- Inspire others to move toward a successful outcome

ESLR Reflection Form

Directions: In the spaces below, write down what you have done to achieve the ESLR outcomes listed below. Use black or blue ink and write in complete sentences.

Effective Communicators

Read and listen with understanding (What have you done to become a better reader or listener?)

Write and speak with clarity (What have you done to become a clearer writer and speaker?)

Use technology to access, organize, and present information (How have you used technology?)

Accomplished Learners

Challenge themselves continuously (What do you do to regularly challenge yourself?)

Participate in and accept responsibility for learning (How have you taken responsibility for your own education?)

Produce quality independent work (What kind of quality work have you completed on your own?)

Solve problems and expresses ideas creatively (How have you solved problems and been creative?)

Responsible Individuals

Respect all beliefs and cultures (How have you demonstrated respect for cultures other than your own?)

Demonstrate integrity and ethical behavior (How have you displayed integrity or ethical behavior?)

Create and maintain a plan for the future (How have you made or adjusted your plans for the future?)

Work to promote causes greater than themselves (What have you done to make the world a better place?)

Inspire others to move toward a successful outcome (How have you led or contributed to a group?)

Graduation Report

GRADUATION 2013	
Graduation Date	June 6, 2013
Valedictorian	Jacquelyn Yangyuen
Salutatorian	Juanito Jerrold Acdan
Number of Graduates	308
Number of Non-Graduates	0
Certificates of Completion	0
Continuing 5 th Year SpEd	0
SDHS 4-Year Attendees	244
Foreign Exchange Students	3
Total Student-reported Aid	\$1,198,371

GRADUATE DESTINATIONS								
COMMUNITY COLLEGE	UNIVERSITIES				NOT DECIDED	ARMED FORCES	TECH TRADE	FULL TIME WORK
	CSU	OTHER	UC	EX CA				
151	46	31	26	18	14	11	6	5

GRADUATE DESTINATION DETAIL			
UC			
Berkeley	2		
Davis	2		
Irvine	1		
Merced	1		
Riverside	10		
San Diego	2		
Santa Barbara	3		
UCLA	5		
CA OTHER UNIVERSITIES			
Azusa Pacific Univ.	9		
Biola University	2		
California Baptist Univ.	1		
California Lutheran Univ.	1		
Hope International Univ.	1		
Life Pacific College	1		
Loyola Marymount Univ.	2		
Menlo College	1		
Mt. St. Mary's College	1		
Mt. Sierra College	1		
Otis College of Art and Design	1		
Pepperdine Univ.	1		
Point Loma Univ.	1		
The Art Institute	1		
Univ. of Arizona	1		
Univ. of La Verne	5		
University of San Diego	1		
COMMUNITY COLLEGES			
Total	151		
Transfer Total	114		
CSU			
Cal Poly Pomona		18	
Cal Poly San Luis Obispo		1	
Cal St. Chico		1	
Cal St. Dominguez Hills		1	
Cal St. Fullerton		10	
Cal St. L.A.		3	
Cal St. Monterey Bay		1	
Cal St. Northridge		3	
Cal St. San Bernardino		1	
Cal St. San Marcos		1	
Fresno St.		1	
San Diego St.		2	
San Francisco St. Univ.		1	
Sonoma St. Univ.		2	
EX-CA UNIVERSITIES			
Arizona State Univ.		1	
Calvin College Mosaic Award		1	
Lewis and Clark College		1	
Louisiana State Univ.		1	
Northern Arizona Univ.		3	
Seattle Pacific Univ.		1	
St. John's Univ.		1	
Stark State College		1	
University of Advancing Technology		1	
University of Nevada, Las Vegas		1	
University of North Texas		1	
University of Oregon		1	
University of Hawaii		1	
Villanova University		1	
Not Specified		2	

Intervention Profile

CAHSEE Intervention			# Served				CAHSEE Pass				% Passed			
<i>Intervention</i>	<i>Skill</i>	<i>Metric</i>	09-10	10-11	11-12	12-13	09-10	10-11	11-12	12-13	09-10	10-11	11-12	12-13
CAHSEE Math	Algebra	CAHSEE Math	32	35	51	28	21	28	44	15	66%	80%	86%	54%
CAHSEE ELA	ELA	CAHSEE ELA	33	31	35	24	21	22	22	18	64%	71%	63%	75%
CAHSEE 10th Grade	CAHSEE	CAHSEE ELA/Math	17	18	17	15	12	16	9	13	71% Both	89 % Both	53 % Both	80% Both

CST Intervention			# Served				Band Growth				Scale Score (SS) Growth											
<i>Intervention</i>	<i>Skill</i>	<i>Metric</i>	09-10	10-11	11-12	12-13	Score				Percent (%)											
							09-10	10-11	11-12	12-13	09-10	10-11	11-12	12-13	09-10	10-11	11-12	12-13				
Co Teaching English	ELA	ELA CST	16	11	0		5	2	0	na	33%	18%	0		6	2	0		38%	18%	0	
Co Teaching Math	Pre Algebra	Math CST	18				2			na	11%				3				17%			
Co Teaching Math	Algebra	Math CST		12	23	29		2	2	8		17%	9%	28%		2	11	10		17%	48%	34%
Co Teaching Math	Geo Cncpts	Math CST				15				6				40%			11					73%
Co Teaching Science	Biology	Bio CST	27		26		4		3		15%	12%			9		8		33%		31%	
Co Teaching Phys Sci	Earth Sci	Earth Sci CST		23		21		11		9		48%		43%		12		9		52%		43%
ELD Students	ELA	ELA CST	19	29	38	32	5	8	6		26%	28%	16%		6	15	12		32%	52%	32%	

Language!			# Served				Band Growth				SS Growth											
<i>Intervention</i>	<i>Skill</i>	<i>Metric</i>	09-10	10-11	11-12	12-13	Score				Percent (%)											
							09-10	10-11	11-12	12-13	09-10	10-11	11-12	12-13	09-10	10-11	11-12	12-13				
Language!	ELA	CST	0	54	81	37	0	10	9	6	0	19%	11%	16%	0	22	27	4	0	41%	33%	11%

Mission Statement

To best serve the students and community of San Dimas High School, we inspire all students to excel in a safe and challenging environment by valuing academic rigor, individuality, enthusiasm, and responsibility

Premier Instruction

Clear Objective

- Student language
- On the board every lesson
- Match the independent practice in your planning
- Every student can articulate what they are learning
- Every student can articulate why they are learning

Direct Instruction

- Teach first
- No “fishing”
- Activities related to objective
 - Graphic organizers
 - Guided practice
 - Structured discussions

Modeling

- Students engaged (pencils down)
- Provide steps or graphic organizer
- Teach one way to do a problem at a time

Check for Understanding

- Gradual release
- Non-volunteers
- Canary Students
- Independent Practice
- Match Objective
- Review with Small Group

RISE/TESS Coaching Schedule

Monday September 16

	1	2	3	4	5	6	7
Bernal				Plan 1			
Carson							Plan 1
Reese	Plan 2						
Rynkiewicz			Plan 2				
Sintek						Plan 1	
Yang		Plan 1					
Zdunich	Plan 1						

Tuesday September 17

	1	2	3	4	5	6	7
Bernal			Observe			Debrief 1	
Reese		Observe					Debrief 1
Sintek				Observe		Debrief 2	

Wednesday September 18

	1	2	3	4	5	6	7	2:30
Carson				Observe			Debrief 1	
Rynkiewicz			Observe				Debrief 2	
Yang	Observe	Debrief 1						
Zdunich						Observe		Debrief

Prep

CoTeaching

School Accountability Report Card (Executive Summary)

Address:	800 West Covina Blvd., San Dimas, CA, 91773-1437	Phone:	(909) 971-8230
Principal:	Michael Kelly, Principal	Grade Span:	9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

San Dimas High School is one of two comprehensive high schools in the Bonita Unified School District. Built in 1970, San Dimas High School is accredited by WASC and serves 1296 students. It is the only comprehensive high school in San Dimas.

Following the 2011-12 school year, 87% of SDHS Seniors went on to college. The school schedules one minimum day for parent conferencing, four for final examinations and recognizes academic achievement through various assemblies such as Renaissance, rallies, and other artistic pursuits. The district staffs San Dimas on a 32.5:1 ratio based on a five-period day.

The school offers CAHSEE support and reading intervention classes during the school day. The school also contracts with Mt. San Antonio College for accelerated summer school.

SDHS serves the needs of all students from Severely Handicapped to English Learners to Gifted Students. Programs at SDHS include ELL, RSP, SDC and SH classrooms. GATE students are offered accelerated and honors classes, special event field trips, and an extensive AP program.

In 1999, 2003, and 2009, San Dimas High School received recognition as a California Distinguished School. The school's Academic Performance Index is 827, up 56 points in the past four years. The school met national AYP targets for every year from 2004, through 2011. In 2007, the school won the coveted Golden Bell from the California School Board Association for its award winning Animation Program. This four year program is articulated for college credit and provides state of the art training in all aspects of Animation.

Student Enrollment

Group	Enrollment
Number of students	1,296
Black or African American	3.5%
American Indian or Alaska Native	0.4%
Asian	4.0%
Filipino	3.2%
Hispanic or Latino	46.7%
Native Hawaiian or Pacific Islander	0.0%
White	35.3%
Two or More Races	3.5%
Socioeconomically Disadvantaged	30.5%
English Learners	2.9%
Students with Disabilities	6.9%

Teachers

Indicator	Teachers
Teachers with full credential	52
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	2
Total Teacher Misassignments	2

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	61%
Mathematics	27%
Science	72%
History-Social Science	57%

* Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	827
Statewide Rank (from 2011 Base API Report)	9
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 16 of 18
2012–13 Program Improvement Status (PI Year)	Not in PI

* The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Task	Results
Summary of Most Recent Site Inspection	Site found to be in good condition
Repairs Needed	None at this time
Corrective Actions Taken or Planned	None at this time

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	N/A
Visual and Performing Arts	N/A
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$4,404
District	\$5,365
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	97.97%

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	43%
Graduates Who Completed All Courses Required for University of California or California State University Admission	30.4%

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California’s public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2012–13)

School		District	
School Name	San Dimas High	District Name	Bonita Unified
Street	800 West Covina Blvd.	Phone Number	(909) 971-8200
City, State, Zip	San Dimas, CA, 91773	Web Site	www.bonita.k12.ca.us
Phone Number	(909) 971-8230	Superintendent	Dr. Gary Rapkin
Principal	Michael Kelly, Principal	E-mail Address	Rapkin@bonita.k12.ca.us
E-mail Address	Kelly@bonita.k12.ca.us	CDS Code	19643291937739

School Description and Mission Statement (School Year 2011–12)

San Dimas High maintains a culture of respect and support with the highest expectations for each of our students and staff members. The goal of San Dimas High School is to provide all students with a wide

variety of educational experiences, in a small school setting, to prepare them to achieve their dreams. Whether students dream of the university or the world of work, we prepare our students to face and conquer the challenges of the 21st century through an atmosphere of personal challenge and mutual respect.

Below are the Expected School-wide Learning Results (ESLRs) that drive teaching and learning at San Dimas High School in meeting the educational standards outlined by the State of California:

A San Dimas Graduate is a/an:

- Effective Communicator who:
- Reads with understanding
- Writes with clarity
- Uses technology to access, organize and present information
- Solves problems and expresses ideas creatively

Accomplished Learner who:

- Challenges himself/herself continually
- Possesses a sound knowledge of the core content areas
- Participates in and accepts responsibility for his/her learning
- Produces quality independent work

Productive Leader who:

- Works collaboratively to move a group to a successful outcome
- Works to promote causes greater than himself/herself

Responsible Citizen who:

- Shows respect for the dignity of all beliefs and cultures
- Practices ethical behavior
- Contributes time, energy and talents to improve his/her community
- Maintains a plan for his/her future

These student outcomes, or ESLRs, are the overarching goals that graduates achieve through a fully articulated and viable curriculum that is standards-based and aimed at student growth.

Opportunities for Parental Involvement (School Year 2011–12)

Parents have a wide number of opportunities to become involved in school activities. Many parents volunteer to serve on numerous Booster groups for sports, academics, Choir and Band. Our active Bingo Committee raises tens of thousands of dollars per year to support student learning, activities and campus beautification. Parents also volunteer in the Parent Teacher Student Association (PTSA), School Site Council, Best Buddies, and help in the library. Most importantly, parents are in contact with the school regarding their child's academic progress. This is made possible through telephone, email, Daily Bulletin, online grades, online attendance records and online transcript access.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	306
Grade 3	0	Grade 10	326
Grade 4	0	Grade 11	331
Grade 5	0	Grade 12	333
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	1,296

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	3.5%
American Indian or Alaska Native	0.4%
Asian	4.0%
Filipino	3.2%
Hispanic or Latino	46.7%
Native Hawaiian or Pacific Islander	0.0%
White	35.3%
Two or More Races	3.5%
Socioeconomically Disadvantaged	30.5%
English Learners	2.9%
Students with Disabilities	6.9%

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.9	27	19	12	28.2	14	10	24	29.0	15	2	27
Mathematics	22.6	20	22	5	26.8	9	18	12	29.0	7	13	17
Science	26.8	9	18	14	29.4	4	18	16	30.9	4	10	18
Social Science	26.0	11	17	13	29.9	5	8	20	30.2	4	6	17

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

School Climate

School Safety Plan (School Year 2011–12)

San Dimas High School has a comprehensive safety plan that is articulated with the School District, Fire Department, and local Law Enforcement. The plan is carried in every law enforcement vehicle in the city. A Deputy Sheriff serves as School Resource Officer and is on campus daily. The school holds evacuation drills at least twice per year in cooperation with the School District and other local agencies. The comprehensive safety plan is updated yearly to best serve the safety of our students.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	18.59%	18.91%	16.35%	12.49%	16.19%	20.90%
Expulsions	0.68%	0.15%	0.07%	0.47%	0.14%	0.17%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

Modernization of the entire facility was completed in 2006. Modernization provided new infrastructure, power, lighting, heat and air conditioning, new white boards, computer access, carpeting, glazing and paint. In 2008, a new clock and speaker system, and new roofing were installed. In 2012 the stadium was upgraded with installation of an all-weather track, artificial turf and reconfigured seating. Current plans for 2012-13 include completion of a gym expansion and construction of a District Performing Arts Center on campus.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			Sports field house walls painted and installed new ceilings
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			All carpets cleaned July 2012
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			Broken concrete repaired Quad and between baseball fields
Overall Rating		X			

Note: Grayed cells do not require data.

Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	52	51	52	414
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	2	2	3
Total Teacher Misassignments*	2	2	3
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	93.60%	6.40%
All Schools in District	94.30%	5.70%
High-Poverty Schools in District	84.87%	15.13%
Low-Poverty Schools in District	100.00%	0.00%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.70	480
Library Media Teacher (librarian)	1.50	
Psychologist	0.60	
Speech/Language/Hearing Specialist	0.40	
Nurse	0.154	
Health Clerk	1.00	
ASB Advisor	0.20	
Dean of Students	0.40	
Athletic Director	0.40	

Note: Grayed cells do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Adopted 2003, Sufficient	No*	0%
Mathematics	Adopted 2009, Sufficient	Yes	0%
Science	Adopted 2008, Sufficient	Yes	0%
History-Social Science	Adopted 2007, Sufficient	Yes	0%
Foreign Language	Adopted 2008, Sufficient	Yes	0%
Science Laboratory Equipment (grades 9-12)	Adopted 2008, Sufficient	Yes	0%

* BUSD did not adopt instructional material during the optional English/Language Arts adoption in 2010.

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4,456	\$52	\$4,404	\$71,814
District			\$5,365	\$70,812
Percent Difference – School Site and District			-17.91%	1.42%
State			\$5,455	\$66,336
Percent Difference – School Site and State			-19.27%	8.26%

Note: Grayed cells do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–12)

San Dimas High School received categorical funding for Gifted and Talented Education (GATE), Library Improvement Block Grant, Economic Impact Aid, Pupil Retention Block Grant, and CAHSEE Intervention which totaled just under \$83,000 for the 2011-2012 school year.

Programs funded through these monies include teacher time for direct interventions to at risk students, tutoring, counseling, instructional technology, communication and safety programs.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,456	\$40,656
Mid-Range Teacher Salary	\$66,815	\$64,181
Highest Teacher Salary	\$84,213	\$82,486
Average Principal Salary (Elementary)	\$106,262	\$102,165
Average Principal Salary (Middle)	\$109,581	\$108,480
Average Principal Salary (High)	\$122,864	\$117,845
Percent of Budget for Teacher Salaries	42.00%	40.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs>.

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)** include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight and nine through eleven.
- **California Modified Assessment (CMA)** is an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and general science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)** includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	61%	65%	61%	66%	68%	70%	52%	54%	56%
Mathematics	19%	26%	27%	57%	61%	63%	48%	50%	51%
Science	68%	74%	72%	74%	76%	81%	54%	57%	60%
History-Social Science	49%	50%	57%	58%	60%	65%	44%	48%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	70%	63%	81%	65%
All Students at the School	61%	27%	72%	57%
Male	54%	28%	75%	68%
Female	67%	25%	69%	46%
Black or African American	32%	11%	0%	35%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	68%	53%	77%	68%
Filipino	83%	50%	91%	78%
Hispanic or Latino	54%	24%	69%	53%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	68%	28%	76%	60%
Two or More Races	69%	24%	77%	71%
Socioeconomically Disadvantaged	48%	26%	53%	48%
English Learners	17%	18%	0%	31%
Students with Disabilities	17%	13%	33%	30%
Students Receiving Migrant Education Services	0%	0%	0%	0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at

three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	67%	79%	74%	67%	74%	74%	54%	59%	56%
Mathematics	59%	66%	73%	62%	66%	73%	54%	56%	58%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CA High School Exit Exam Grade 10 Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	26%	32%	42%	27%	47%	26%
All Students at School	26%	38%	36%	27%	48%	25%
Male	31%	37%	32%	23%	48%	30%
Female	21%	39%	40%	32%	48%	20%
Black/African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	15%	23%	62%	8%	31%	62%
Filipino				18%	45%	36%
Hispanic or Latino	31%	39%	30%	34%	50%	17%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*
White	19%	40%	41%	19%	49%	32%
Two or More Races	*	*	*	*	*	*
Socioeconomically Disadvantaged	45%	38%	17%	44%	44%	11%
English Learners	*	*	*	*	*	*
Students w/ Disabilities	70%	22%	9%	85%	0%	15%
Students Receiving Migrant Education Services	*	*	*	*	*	*

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	23.20%	23.20%	25.60%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	8	8	9
Similar Schools	5	4	8

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	5	30	-4
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hispanic or Latino	17	42	-4
Native Hawaiian or Pacific Islander	*	*	*
White	5	24	-11
Two or More Races	*	*	*
Socioeconomically Disadvantaged	25	46	-16
English Learners	*	*	*
Students with Disabilities	*	*	*

Note: “N/D” means no data available for CDE/LEA to report. “B” means school didn’t have valid API Base so there is no Growth or target info. “C” means school had significant demographic changes and there is no Growth or target info.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	883	827	7,263	865	4,664,264	788
Black or African American	29	734	242	796	313,201	710
American Indian or Alaska Native	4		19	775	31,606	742
Asian	35	890	326	948	404,670	905
Filipino	29	906	137	927	124,824	869
Hispanic or Latino	419	807	3,273	835	2,425,230	740
Native Hawaiian or Pacific Islander	0		15	835	26,563	775
White	313	847	2,721	890	1,221,860	853
Two or More Races	30	841	314	903	88,428	849
Socioeconomically Disadvantaged	257	788	2,314	808	2,779,680	737
English Learners	26	676	379	768	1,530,297	716
Students with Disabilities	67	620	815	663	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	Yes	No

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE’s *Status Web page* at <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0.0%

Note: Grayed cells do not require data.

School Completion and Postsecondary Preparation

University of California Admission Requirements

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions>. (Outside source)

California State University Admission Requirements

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		3.8	0.7		5.5	4.8		16.6	14.4
Graduation Rate		93.52	97.97		90.88	93.50		74.72	76.26

Note: Grayed cells do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	100%	99.9%	N/D
Black or African American	100%	99.3%	N/D
American Indian or Alaska Native	100%	100%	N/D
Asian	100%	100%	N/D
Filipino	100%	100%	N/D

Hispanic or Latino	100%	99.8%	N/D
Native Hawaiian or Pacific Islander	*	*	N/D
White	100%	99.9%	N/D
Two or More Races	100%	100%	N/D
Socioeconomically Disadvantaged	100%	99.5%	N/D
English Learners	100%	99.7%	N/D
Students with Disabilities	100%	100%	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011–12)

San Dimas High School offers outstanding Career Technical Education (CTE) pathways in the areas of Filmmaking and Animation, Digital Video Media, Photography, Athletic Training, and Human Development. Capstone courses in these areas offer students an opportunity to earn a certificate for use at a post-secondary institution or in the job market. The SDHS Career Center staff works closely with CTE instructors and counselors to ensure that students have access to a variety of resources to assist them in their transition from high school to adulthood; these opportunities include financial aid workshops, an annual Career Day, an annual College Fair, and on-campus visits from universities, community colleges, and trade schools.

Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	742
Percent of pupils completing a CTE program and earning a high school diploma	43%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	20%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	66.5%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	30.4%

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	5	
Fine and Performing Arts	0	
Foreign Language	1	
Mathematics	3	
Science	6	
Social Science	6	
All courses	21	7.4%

Note: Grayed cells do not require data.

*Where there are student course enrollments.

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

In addition to various conferences and workshops, the District provides three pupil free staff development days each year. Staff development topics are reinforced through ongoing training at monthly staff meetings. Staff development topics focus on research based instructional strategies, curriculum development and school climate.

San Dimas High Bonita Unified	School Accountability Report Card, 2011-2012 Provided by the Ed-Data Partnership For more information visit http://www.ed-data.org
----------------------------------	---

San Dimas High School

School Goals 2013-2014

Goal 1: Improve academic achievement of all students in all content areas.

Critical Need: Our current WASC Self Study process has pointed out a need to increase academic rigor and achievement for all students. Meeting this goal will help us prepare for the Common Core Standards.

- Increase CST scores for all students in all academic content areas.
- Utilize data to inform instructional and curricular choices for sub-groups.
- Enrich academic opportunities for all students.
- Use common assessments to drive instructional decisions

Rationale: State testing data, Common Assessment data, discussion recommendations from WASC focus groups, as well as D and F data show an achievement gap between our White, Hispanic, SpEd, SED and EL subgroups. While the gap has closed significantly over the past five years, there is a need to analyze data, reflect on current practices, and track progress.

Growth Targets: Increase overall API by 5 points over last year.
Meet all API growth targets.
Meet all AYP growth targets.

ESLRS Addressed: Accomplished Learners, Effective Communicators

Goal 1 Action Steps	Timeline	Personnel Responsible	Resources	Means to Monitor & Report Progress	Followup Areas
Implement department-wide grammar lessons, activities, and tests with a focus on 11 th and 12 th grade lessons	August - December	English Teachers	Release time Staff Development Days PLCs	Grammar worksheets Unit grammar tests	1,2,4 CLN 1
Develop Common Core style benchmark.	Quarterly	English Teachers	Release time Common Core Sample Tests Textbooks PLCs	Benchmark Scores	1,2,4 CLN 1
Distribute writing strategies and MLA formatting guidelines to all departments.	August 2013	English Teachers	MLA document Staff Development Day	Math and Science benchmark scores Guidelines distributed	1 CLN 1
Lead staff development on improving reading and writing across the curriculum.	August 2013- May 2014	English Teachers	Staff Development Days Staff Meetings	Staff Development Agenda	1 CLN 1, 3
Use data disaggregated by subgroups to adjust curriculum	August 2013- June 2014	Math Teachers Administration District Staff	Training Staff Development Days PLCs	Adjusted pacing guides	2,4 CLN 3
Adjust instruction to adapt to Common Core Curriculum	August 2013- June 2014	Math Teachers Administration District Staff	Staff Development Days Compact Days PLCs	Observation of lessons Adjusted Pacing Guides	2 CLN 1

Goal 1 Action Steps	Timeline	Personnel Responsible	Resources	Means to Monitor & Report Progress	Followup Areas
			District Staff		
Vertical alignment of pacing guides and common assessments.	August 2013- June 2014	Math Teachers	Staff Development Days Compact Days PLCs Release Time	Change in pacing guides Common Core aligned assessments	CLN 1, 2
Revise pacing guides in light of common assessment data and make changes based on identified strengths and weaknesses of each unit/ chapter.	August 2013	Science Teachers	Illuminate Exam Pro CST Data PLCs	Common assessments Illuminate CSTs	2,4 CLN 1, 3
Assess current chapter pacing guides in light of common assessment data and make changes based on identified strengths and weaknesses of each topic within the unit/ chapter.	September 2013- June 2014	Science Teachers	Illuminate Exam Pro CST Data PLCs	Common assessments Illuminate CSTs	2,4 CLN 1, 3
Create a rubric that assesses the rigor of laboratory activities.	August 2013- November 2014	Science Teachers	Sample rubrics PLCs Compact Day	Laboratory Rigor Rubric	CLN 1
Assess common laboratory activities given for each subject matter and determine if they contain an appropriate level of rigor.	Each chapter throughout the year	Science Teachers	PLCs	Laboratory Rigor Rubric	2 CLN 1
Differentiate instruction in order to increase academic success for all students.	August 2013-June 2014	Science Teachers	PLCs Compact Days	Assessment worksheets Common assessment results	2, 4 CLN 3
Use the various ideas from the Stanford program Reading Like a Historian for the purpose of improving critical reading skills.	August 2013-June 2014	Social Studies Teachers	Stanford Reading Like a Historian Historian's Apprentice Center For Learning Advanced Placement	Beyond the Bubble style multiple-choice questions. Free Response Essays DBQ Essays	1 CLN 1, 3
Use the results of the weekly timed mile run to drive instructional decisions.	August 2013-June 2014	PE Teachers	Fitness gram data	Fitness Logs Teacher lists of data ABI gradebook data on Fitness	4
Track/graph all course grades for all CTE students quarterly (or eighthly if available). Compare these students with all non-CTE students to assess grade progress/decline.	August 2013- Jun 2014	CTE Teachers	Illuminate ABI	Statistical analysis of grade trends	2,4 CLN 3
Run regression analysis (for CTE students only) on	August 2013- Jun	CTE Teachers	Illuminate ABI	Regression analysis	2,4 CLN 3

Goal 1 Action Steps	Timeline	Personnel Responsible	Resources	Means to Monitor & Report Progress	Followup Areas
CTE-courses vs. non-CTE courses to look for covariance or lack thereof.	2014				
Implement common assessments focusing on target goals and use the results to drive instructional decisions.	August 2013-June 2014	FLD Teachers	Texts, workbooks Common assessments CD Rom PowerPoint Illuminate	Department Minutes PLC notes	5 CLN 3

Goal 2: Improve Communication with all stakeholders.

Critical Need: Expand the current system of communication so that all stakeholders feel informed about curricular, extra-curricular and co-curricular programs.

Rationale: Discussion with parents and WASC focus groups have pointed out that not all stakeholders feel informed about school activities, classroom responsibilities and college entrance requirements.

Growth Targets: Administrators, Teachers and staff will use an online calendar system for all school business.

Increase subscriptions to Online Calendar from 4447 to 5000.

All stakeholders will have access to ABI passwords to create accounts.

All stakeholders will have access to course syllabi.

ESLRS Addressed: Effective Communicators, Responsible Individuals

Goal 2 Action Steps	Timeline	Personnel Responsible	Resources	Means to Monitor & Report Progress	Followup Areas
Post Syllabi online.	August 2013	All Teachers	ABI SanDimasHigh.com	Syllabi posted	CLN 3
Write objectives on the board daily.	Daily	All Teachers		Observation	
Update online grade book in a timely manner.	August 2013- June 2014	All Teachers	ABI SanDimasHigh.com	Observation Parent feedback	CLN 3
Implement a Broadcast Journalism class	August 2013- June 2014	English Teachers Broadcast Journalism Teacher	Video Class Journalism budget Computer Lab	Monthly updates posted online Online newspaper	CLN 1
Use email alerts to notify parents of missing assignments and low scoring assignments.	August 2013- June 2014	Math Teachers	ABI	ABI	CLN 3
Publish dates of common assessments on the school online calendar.	August 2013- June 2014	Science Teachers	Course Pacing Guide	Online Calendar	2 CLN 3
Implement self-evaluation tool for students with the Fitness Log that students may access on San Dimas High.com	August 2013- June 2014	PE Teachers	ABI San Dimas High.com	Fitness Log	6 CLN 1
Update and maintain communication by supporting systems and technology	August 2013- June 2014	FLD Teachers Administration Computer Services	ABI Email SanDimasHigh.com Parent conferences	Teacher will notice fewer questions from the students and fewer email questions from the parents.	

Goal 3: Improve student achievement through coordinated student supports and interventions.

Critical Need: Develop a comprehensive student support system that has structures in place to help all students achieve personal and academic success by providing proactive academic and social intervention.

- Improve the continuum of existing student support systems
- Proactively identify students at risk in academic or social situations
- Provide help to students identified as at risk

Rationale: School data, discussions with WASC Focus Groups, and testing data indicate that student discipline, academic interventions, and college entrance eligibility need to be strengthened.

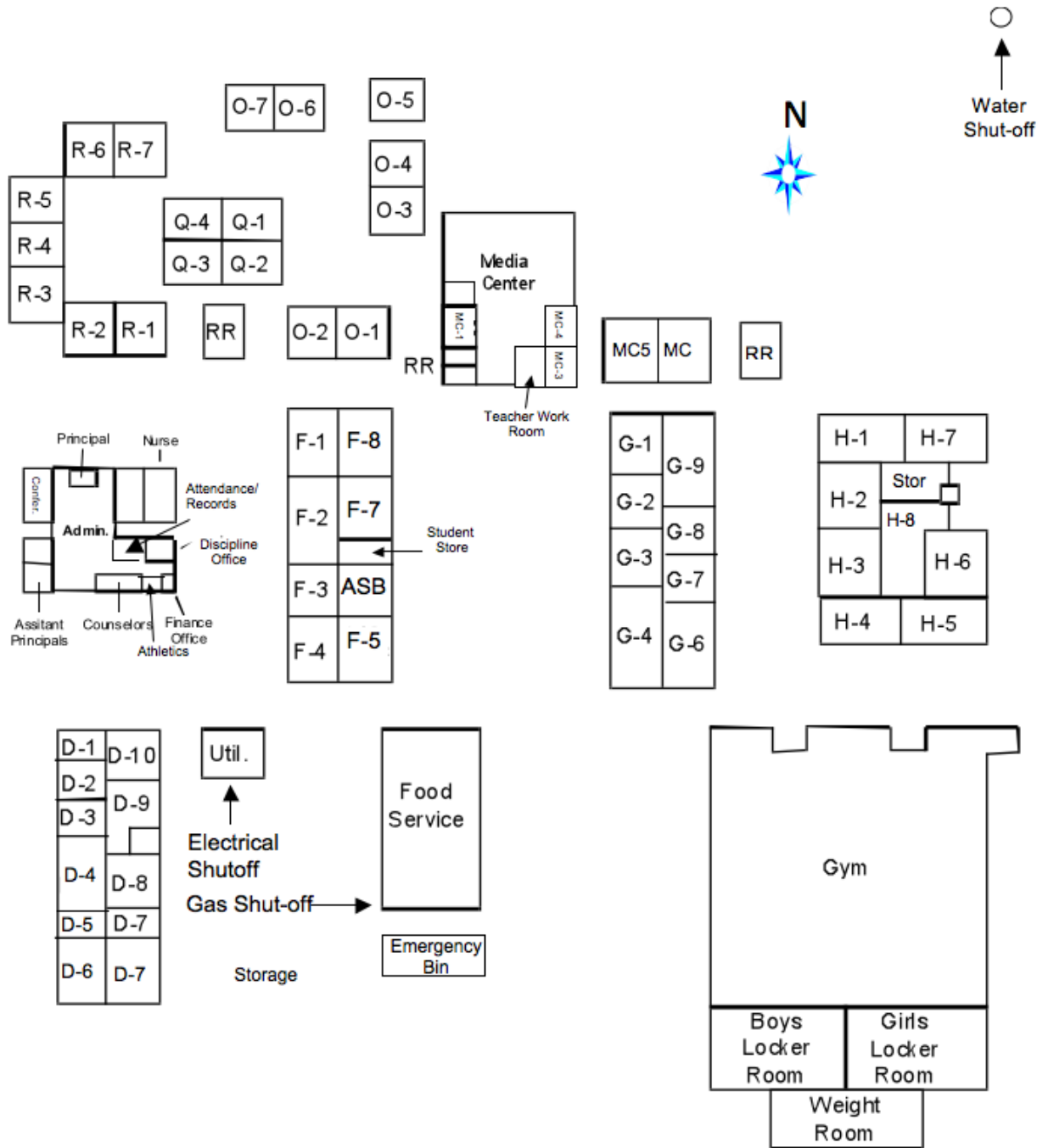
Growth Target: Increase percentage of students completing UC/CSU requirements by 5%.
 Decrease the numbers of suspensions by 5%.
 Increase CAHSEE first time pass rate by 2%.
 Increase number of students scoring proficient or above on CAHSEE by 5%.
 Decrease the number of students assigned to Study Period by 5%.

ESLRS Addressed: Accomplished Learners, Effective Communicators, Responsible Individuals

Goal 3 Action Steps	Timeline	Personnel Responsible	Resources	Means to Monitor & Report Progress	Followup Areas
Have English Teacher available during every quarter of Study Period.	Aug/13- Jun/14	English Teachers	Teacher assignments Citizenship rubric	Teacher assignments	1 CLN 3
Articulate with the Foreign Language Department.	August 2013- June 2014	English Teachers Foreign Language Teachers	Release time PLCs	Grades in both subjects	CLN 1,3
Implement first quarter study period review Algebra 1 to Geometry.	August – November 2013	Math Teachers	Release time PLCs Khan Academy Kuta	Weekly quiz	CLN 2, 3
Implement first quarter study period review Algebra 2 to Advanced Math.	August – November 2013	Math Teachers	Release time PLCs Khan Academy Kuta Software	Weekly quiz	CLN 2, 3
Survey and assess the current use of intervention techniques for students who under-perform on common assessments within common subject classes.	August 2013- June 2014	Science Teachers	Department chair PLCs Compact Days	Quarter grades	CLN 3
Supervise P.E. make-up intervention after school.	August 2013-June 2014	PE Teachers	P.E. make up time after school	P.E. make up lists Grade reports Discipline data	5
Foster a culture of support and respect with competitive, cooperative, and leadership roles for students through tournament play and game situations in the P.E.	August 2013-June 2014	PE Teachers	P.E. class time	Observation	7

Goal 3 Action Steps	Timeline	Personnel Responsible	Resources	Means to Monitor & Report Progress	Followup Areas
setting.					
Create a SKYPE channel that will be manned one night a week by all CTE staff for student call-in on any issues.	August 2013- December 2013	CTE Teachers	Personal cell phones SKYPE	All call info (student, teacher, time, topic) will be recorded. Reported quarterly.	CLN 3
Use after school and peer coaching interventions.	August 2013- June 2014	FLD Teachers	Study Period After School Tutoring	Progress reports Report cards Formal and informal observation	4 CLN 3
Enhance school beautification to create a more positive learning environment by providing new equipment to keep campus clean and safe, planting remodeling and providing water to landscape areas, seating, railing and fencing	August 2012- June 2013	Administration Grounds Custodians	Grounds Custodians Site Block Grant	Photos Observation	
Provide access to technology for instruction, data and student use	August 2012- June 2013	Administration CIS	CIS Site Block Grant	Observation Purchase orders	1,2,3,4
Implement instructional programs for at risk students such as tutoring, online credit recovery, CAHSEE push in classes, Language! and by supporting a SDCP Coordinator	August 2012- June 2013	Administration Tutoring teacher Online teacher Language! teacher	CIS Computer Lab Pupil Retention Block Grant Site Block Grant CAHSEE Funds EIA Hourly Programs Replacement EIA GATE	Credit recovery logs Student transcripts Tutoring attendance V-port	5
Perform a WASC Self Study in preparation for accreditation visit in spring of 2014 including all stakeholders	August 2013- March 2014	Leadership Team WASC Co Chairs Focus Group Chairs Administration	Staff Development Days Compact Days Co-chair funding WASC Training GATE	Self-study Document Focus Group Sign in Focus Group Minutes	

School Map



School Profile

Overview 2012-13

San Dimas is an established community located in the northeastern part of the San Gabriel Valley, approximately 30 miles from the City of Los Angeles. Traditionally, it has been a predominantly middle-class area of white- and blue-collar workers with many professional families. It has been a stable, suburban, family-oriented community.

San Dimas High School is proud of the diverse student body and the support of the community. There is strong parental involvement in the post-secondary ambitions of the students.

As of June 7, 2013, the population of 1,224 students enrolled included the following ethnic distribution:

Caucasian	32%	African American.....	3%	Amer. Indian/AK Native	2%
Hispanic.....	29%	Declined to State	2%	Pacific Islander	0.3%
Asian.....	4%	Filipino	3%	Undefined.....	26%

Grade Point Averages on transcripts are calculated in three ways based on a 4.0 scale:

- Academic and total GPA (which includes P.E.) for grades 9 -12
- Academic GPA for grades 10-12
- Weighted and un-weighted GPA for all.

San Dimas High School currently offers the following Advanced Placement Classes:

Biology	Calculus	Chemistry
English	Environmental Science	French
Government	Physics	Psychology
Spanish	Statistics	Studio Art
United States History	World History	

Honors Classes are offered in the following subjects:

Advanced Math	Algebra II	Chemistry
---------------	------------	-----------

Accelerated Classes are offered in the following subjects (grades 9-10):

Biology	English	Physical Science
---------	---------	------------------

Cal Poly Pomona, University of La Verne, Azusa Pacific University, Citrus College, Mt. San Antonio College and the Claremont Colleges are adjacent institutions, and Cal State Fullerton and Cal State San Bernardino are within commuting distance. These schools provide academic resources for our students while they are in attendance at San Dimas High School.

Class are 53 minutes in length and meet 5 times a week for 20 weeks/semester. The passing mark is D.

San Dimas High School graduated 308 students in 2013. At graduation, the graduates' Fall 2013 plans were as follows: approximately 12% planned to attend only a community college, 37% planned to transfer from a community college to a university, 8% planned to attend a University of California school, 15% planned to attend a California State University, 10% planned to attend a California private school, 6% planned to attend an out-of-state university, 5% planned to join the armed services, 2% planned to attend a trade school, 2% planned to work full-time, and less than 5% were undecided.

146 students from the class of 2013 took the SAT Reasoning exam. The mean SAT score was 1,484 for all students taking the SAT.

Staff List

<p>ADMINISTRATORS Kelly, Michael, Principal Kear, Rita, Asst. Principal Nance, Jack, Asst. Principal</p> <p>DEAN OF STUDENTS Zernickow, Bill</p> <p>STUDENT SERVICES COORDINATORS Alcalde-Atkinson, Alicia (N-Z) * Brennecke, Marianne (A-C) Stragier, Kristie (D-M)</p> <p>PRIMARY LANGUAGE ASST. Toledo, Marlene</p> <p>CAFETERIA Castellanos, Thelma Cespedes, Louella Fernández, Lupe Lewis, Anthony Thacher-Molash, Cathy</p> <p>CAMPUS SUPERVISORS Callen, Cathy Fuqua, Tina Hollingquest, Daniel</p> <p>CAREER CENTER Karimi, Alieh</p> <p>CUSTODIANS Garcia, Paublo Perez, Herb Rodriguez, Ralph Veloz, Alfred</p> <p>GROUNDSMAN Matson, Daryl</p> <p>INSTRUCTIONAL AIDES Bentley, Carol Florez, Patti Meyer, Sharon Wardlow, Dana</p> <p>LOCKER ROOM ATTENDANTS Paul, Carole Perez, Fernando</p> <p>MEDIA CENTER de los Cobos, Lesley Williams, Marilyn *</p>	<p>NURSE'S OFFICE Anderson, Vivian Snyder, RaeJean</p> <p>PSYCHOLOGIST Bramblett, Sherry</p> <p>CLERICAL Biagianti, Sue Carlson, Tina Cates, Betsy * Eckenrode, Dennie Lowary, Kimberley McNeal, Michele * Pena, Yvonne Schofield, Cathy Thrall, Heather Vetti, Sue</p> <p>SPEECH Tozier, Naomi</p> <p>CAREER TECH ED Morgan, Michael-john * Murray, Jordan Tannen, Dennis</p> <p>ATHLETIC DIRECTORS Bonomo, Nicki * Prestesater, Gary Thrall, Matthew (Athletic Trainer)</p> <p>COUNTY CLASS Arce, Sylvia Hinton, Jan Hurtado, Christina Oberhausen, Cindy Stevens-Saunders, Julie Chin, Sally</p> <p>FINE ARTS Black, Dominic * Cossey, Alyssa McBeath, Peggy Sandt, Daniel *</p> <p>SPECIAL ED Bernal, Gregg Carson, Jason Darling, Ryan Sintek, Ron Zdunich, Stephanie *</p>	<p>FOREIGN LANGUAGE Hernandez, Nohora * Loera, Lupe Reese, Jennifer Ruh, Robert * Zeug, Sherry</p> <p>ENGLISH Casey, Kathleen Casey, Terry * Harnden, Joshua Haselton, Genoa * Holman, Mark Ingram, Rebecca Kocalis, Kelly Milbrandt, Dave Redfox, Monica</p> <p>MATH Bonomo, Nicki * Castro, Janae Duvall, Mathew Famili, Amin Kim, Paul Legind, Janet Mendolia, Lisa Rynkiewicz, David</p> <p>PE Cromer, Janice * Regan, Mike Zernickow, Bill</p> <p>SCIENCE Distaso, Greg Elliott, Brian * Knott, Samya Luevand, Ruth * Pickering, Carla Taylor, Robin Yang, Woonjoo</p> <p>SOCIAL SCIENCE Beck, Steve Kalo, Gil Ketterling, Jeremy Tolman, Megan Robbins, Bruce * Wierzchucki, Bryan</p>
--	---	--

(*) Leadership Team member

Leadership Team

Alicia Alcalde-Atkinson	Counselor
Dominic Black	Visual/Performing Arts
Nicole Bonomo	Mathematics
Terry Casey	Focus Group Leader
Betsy Cates	Classified
Janice Cromer	Physical Education
Brian Elliott	Science
Genoa Hazelton	English
Nohora Hernandez	Foreign Language
Rita Kear	Assistant Principal
Michael Kelly	Principal
Ruth Luevand	Focus Group Leader
Michele McNeal	Principal's Secretary
Michael-john Morgan	Career Tech Education
Jack Nance	Assistant Principal
Bruce Robbins	Social Studies
Robert Ruh	Focus Group Leader
Daniel Sandt	Focus Group Leader
Marilyn Williams	Librarian
Stephanie Zdunich	Special Education

Teacher Master Schedule 2013 - 2014

Teacher	Room	Phone	VM	Pers.	Conf
ALC	D2	3202			
Beck, S.	O1	3701	1552	1,2,4,6,7	3
Bernal, G.	H7	3507		1,4	6
Bernal, G.	O3	3703	1256	2,3,5,7	
Black, D.	D10	3210		1,2,3,4	6
Black, D.	MC1	3601	1224	7	
Bonomo, N.	F1	3301	3106	1,2,3,4	7
Bonomo, N.	Office	3106		6,7	
Carson, J	F1	3301	1419	1,2	7
Carson, J.	F3	3303		3,4	
Carson, J.	MC3	3603		6	
Casey, K.	R7	3907	1345	1,2,3,6,7	4
Casey, T.	R2	3902	1541	2,3,4,6,7	1
Castro, J.	F3	3303	1139	2,3,4,6,7	1
Cossey, A.	D6	3206	1443	1,2,3,4	
	1st Period - Lonehill Choir				
Cromer, J.	G7	3407	1282	1	3
Cromer, J.	GYM	3102		2,4,6,7	
Darling, R.	D3	3203	1181		
Distaso, G.	H5	3505	1257	1,2,3,4,6,	7
Duvall, M.	F4	3304	1193	2,3,4,6,7	1
Elliott, B.	H3	3503	1151	1,2,3,4,6	7
Famili, A.	Q2	3802	1585	1,2,3,4,6	7
Harnden, J.	R1	3901	1199	1,2,4,6,7	3
Haselton, G.	R5	3905	1326	2,3,4,6,7	1
Hernandez, N	G1	3401	1472	1,3,4,6,7	2
Holman, M.	O4	3704	1589	1,2,3,6,7	4
Ingram, R.	O5	3705	1221	1,2,3	4
Ingram, R.	D6	3206		6,7	
Kalo, G.	O6	3706	1309	1,3,4,6,7	2
Ketterling, J.	Q1	3801	1308	1-7	
Kim, P.	F7	3307	1304	1,3,4,6,7	2
Knott, S.	H2	3502	1281	1,2,4,6,7	3
Kocalis, K.	R4	3904	1385	1,3,4,6,7	2

Teacher	Room	Phone	VM	Pers.	Conf
Legind, J.	F5	3305	1278	1,2,3,4,7	6
Loera, G.	G3	3403	1157	1,2,3,6,7	4
Tolman	O7	3707	1334	1,2,3,4,7	6
Luevand, R.	H6	3506	1393	1,2,3,4,6	7
McBeath, P.	D9	3209	1490	1,2,3,4,6	7
Mendolia, L.	F2	3302	1174	2,4,6,7	1,3
Milbrandt, D.	O2	3702	1232	1,3,4,6,7	2
Morgan, M.	D8	3208	1451	2,3,4,6,7	1
Murray, J.	G4	3404	1503	1,2,4,6,7	3
Testing Room	D1	3201			
Pickering, C.	H7	3507	1376	1,3,4,6,7	2
Redfox, M.	R6	3906	1229	1,2,3,4,6,7	
Reese, J.	MC6	3606	1349	1,2,3,4,6	7
Regan, M.	GYM	3101	1457	1,2,3,6,7	4
Robbins, B.	F-8	3308	1568	2,3,4,6,7	1
Ruh, R.	G-6	3406	1285	1,2,3,4,7	6
Rynkiewicz, D.	Q3	3803	1343	1,2,3,4,6	7
Sandt, D.	D7	3207	1497	0,2,3,7	4,6
Sandt, D.	Gym			1	
Sintek, R.	MC5	3605	1513	1,2,3,4,7	6
Stevens, J.	R3	3903	1336		
Tannen, D.	D4	3204	1191	1,2,3,4,7	6
Tannen, D.	D5	3205			
Taylor, R.	H4	3504	1227	1,3,4,6,7	2
Wierzchucki, B	Q4	3804	1211	1,2,3,4,6	7
Williams, M.	MC	3091	2090		
Yang, W.J.	H1	3501	1341	1,3,4,6,7	2
Zdunich, S.	R2	3902	1109	7	1
Zdunich, S.	G8	3408		2,3,4,6	
Zernickow, B.	GYM		3107	7	1
Zernickow, B.	Office	3107		2,3,4,6	
Zeug, S.	G2	3402	1567	1,2,3,4,7	6

Schedule of Meetings

SDCP Steering Committee** PCR 1 1st Mon. 2:45 PM	Staff/WASC Meetings Various Locations 1st Tues 1:30 PM	Department Meetings Various Locations 3rd Tues 2:45 PM	PTSA Meetings PCR 2 2nd Mon. 6:30 PM	School Site Council PCR2 2nd Thurs. 2:45 PM	Classified Meetings PCR 2 3rd Wed. 10:00 AM	Leadership Team Meetings PCR2 4th Tues. 2:45 PM	New Teacher Meetings PCR 2 1st Mon. 2:45 PM
9/9*	9/3	9/17	9/9	9/12	9/18	9/24	9/3*
	10/1	10/15	10/14	10/10	10/16	10/22	10/7
	11/5	11/19	11/4*	11/14	11/20	11/21*	11/4
12/2	12/3	12/17	12/9	12/12	12/18	12/18*	12/2
	1/7	1/21	1/13	1/9	1/15	1/28	1/6
	2/4	2/18	2/3*	2/13	2/19	2/25	2/3
3/3	3/11*	3/18	3/10	3/13	3/19	3/25	3/10*
	4/8*	4/15	4/14	4/10	4/16	4/22	4/7
5/5	5/6	5/20	5/12	5/8	5/21	5/27	5/5

* Exceptions

** Other meetings as needed

Board of Education Meetings, 7:00 PM - 9/4, 10/2, 11/6, 12/11, 1/15, 2/5, 3/12, 4/9, 5/7, 6/11

Schedule of Booster Club Meetings

Athletic Boosters** Staff Dining 1st Tues. 7:00 PM	Dance Boosters D6 1st Tues. 6:00 PM	Academic Boosters PCR1 1st Thurs. 7:00 PM	Spirit Boosters Staff Lounge 2nd Wed. 6:00 PM	Band Boosters D7 2nd Wed. 7:00 PM
	9/3		9/11	9/11
10/1	10/1	10/3	10/9	10/9
	11/5	11/7	11/13	11/13
	12/3	12/5	12/11	12/11
1/7	1/7	1/9*	1/8	1/8
	2/4	2/6	2/12	2/12
3/4	3/4	3/6	3/12	3/12
	4/8*	4/10*	4/9	4/9
	5/6	5/1	5/14	5/14

* Exceptions

** Other meetings as needed

Bell Schedule 2013-14

Daily Schedule			
1	7:35	8:28	(53 minutes)
2	8:33	9:28	(55 minutes)
Break	9:28	9:38	(10 minutes)
3	9:43	10:36	(53 minutes)
4	10:41	11:34	(53 minutes)
5	11:39	12:04	(25 minutes)
Lunch	12:04	12:34	(30 minutes)
6	12:39	1:32	(53 minutes)
7	1:37	2:30	(53 minutes)

Rally Schedule			
1	7:35	8:29	(54 minutes)
2	8:34	9:30	(56 minutes)
Break	9:30	10:04	(34 minutes)
3	10:09	11:03	(54 minutes)
4	11:08	12:02	(54 minutes)
Lunch	12:02	12:32	(30 minutes)
6	12:37	1:31	(54 minutes)
7	1:36	2:30	(54 minutes)

Compact Day Schedule			
1	7:35	8:18	(43 minutes)
2	8:23	9:08	(45 minutes)
Break	9:08	9:18	(10 minutes)
3	9:23	10:06	(43 minutes)
4	10:11	10:54	(43 minutes)
Lunch	10:54	11:24	(30 minutes)
6	11:29	12:12	(43 minutes)
7	12:17	1:00	(43 minutes)

Minimum Day Schedule			
1	7:35	8:13	(38 minutes)
2	8:18	8:58	(40 minutes)
3	9:03	9:41	(38 minutes)
Break	9:41	9:51	(10 minutes)
4	9:56	10:34	(38 minutes)
6	10:39	11:17	(38 minutes)
7	11:22	12:00	(38 minutes)

Extended Lunch Schedule			
1	7:35	8:29	(54 minutes)
2	8:34	9:30	(56 minutes)
Break	9:30	9:40	(10 minutes)
3	9:45	10:39	(54 minutes)
4	10:44	11:38	(54 minutes)
Lunch	11:38	12:33	(55 minutes)
6	12:38	1:32	(54 minutes)
7	1:37	2:30	(53 minutes)

Finals Schedule			
1, 4	7:35	8:55	(80 minutes)
2, 6	9:00	10:20	(80 minutes)
Break	10:20	10:35	(15 minutes)
3, 7	10:40	12:00	(80 minutes)
0	12:05	1:00	(55 minutes)

Master Schedule

	Teacher	Period 1	Period 2	Period 3	Period 4	Period 6	Period 7	
CTE	Black D						Yearbook (MC1)	
	Kelly	Office Aide (OFC), Open Period 1 (OFC)	Office Aide (OFC)	Office Aide (OFC)	Office Aide (OFC)	Office Aide (OFC), Open Period 6 (OFF)	Office Aide (OFC), Open Period 7 (OFC)	
	Kocalis						Journalism (R4)	
	Legind						Work Exp 7 (F5)	
	Mendolia		ASB Leadership (F2)					
	Morgan		Computers (D8)	Computers (D8)	Video I (D8) Video II (D8)	Video I (D8) Video II (D8)	Video I (D8) Video II (D8) Video III (D8)	
	Murray	ROP Visual Comm (G4) ROP Vis Comm II (G4)	ROP Anm/Film (G4) ROP Anm/Film Ad (G4)			ROP Visual Comm (G4) ROP Vis Comm II (G4)	ROP Visual Comm (G4) ROP Vis Comm II (G4)	ROP Anm/Film (G4) ROP Anm/Film Ad (G4)
	Tannen	ROP Dig Photo (D4)	ROP Dig Photo (D4)	ROP Dig Photo 2 (D4)	ROP Dig Photo (D4)			ROP Dig Photo (D4)
English	Casey K	English IV (R7)	English IV (R7)	English IV (R7)		English IV (R7)	English IV (R7)	
	Casey T		Lang! English (R2)	Lang! Elective (R2)	CAHSEE Eng Prep (R2)	CAHSEE Eng Prep (R2)	English I (R2)	
	Harnden	English III (R1)	English III (R1)		English IV (R1)	English IV (R1)	English III (R1)	
	Haselton		AP English Lang (R5)	AP English Lang (R5)	English I Accel (R5)	AP English Lit (R5)	English I Accel (R5)	
	Holman	English I (O4)	English I (O4)	English I (O4)			English I (O4)	
	Ingram	English II (O5)	English II (O5)	English II (O5)				
	Kocalis	English II (R4)		English II (R4)		English II (R4)		
	Milbrandt	English III (O2)		English III (O2)	English I (O2)	English III (O2)		
	Redfox	English II Accel (R6)	English II Accel (R6)	English I Accel (R6)	English II Accel (R6)	English II Accel (R6)	English I Accel (R6)	
	Sintek		Lang! English (MC5)	Lang! Elective (MC5)				
Zdunich		Lang! English (G8)	Lang! Elective (G8)					
Fine Arts	Black D	Art, Advanced (D10) AP Art 2D (D10)	Art, Advanced (D10) AP Art 2D (D10)	Art, Intro to (D10)	Art, Intro to (D10)			
	Cossey		Concert Choir (D6)	Chamber Singers (D6)	SD Chorale (D6)			
	Ingram					Dance, Advanced (D6) Dance, Intro to (D6)	Dance, Advanced (D6) Dance, Intro to (D6)	
	Kocalis				Drama I (R4) Drama II (R4)			
	McBeath	Ceramics I (D9) Ceramics II (D9)	Art, Intro to (D9)	Art, Intro to (D9)	Ceramics I (D9) Ceramics II (D9)	Ceramics I (D9) Ceramics II (D9)		
	Sandt	Tall Flags PE (D7)	Symphonic Band (D7)	Wind Ensemble (D7)			Drumline (D7)	
Foreign Language	Hernandez	Spanish III (G1)		Spanish III (G1)	Spanish I (G1)	Spanish III (G1)	AP Spanish Lang (G1)	
	Loera	Spanish II (G3)	Spanish II (G3)	Spanish II (G3)		Spanish II (G3)	Spanish II (G3)	
	Reese	ROP ASL I (MC6)	ROP ASL I (MC6) ROP ASL II (MC6)	ROP ASL I (MC6)	ROP ASL III (MC6)	ROP ASL II (MC6)		
	Ruh	AP French Lang (G6)	French I (G6)	French I (G6)	French II (G6)		French III (G6)	
Zeug	Spanish I (G2)	Spanish I (G2)	Spanish I (G2)	Spanish I (G2)		Spanish I (G2)		
Mathematics	Bonomo	Algebra I (F1)	Algebra I (F1)	Algebra I (F1)				
	Carson	*Algebra I (F1)	*Algebra I (F1)	*Geo Concepts (F3)	*Geo Concepts (F3)			
	Castro		Geometry (F3)	Geom Concepts (F3)	Geom Concepts (F3)	Geometry (F3)	Geometry (F3)	
	Duwall		Advanced Math (F4)	Advanced Math (F4)	Algebra I (F4)	Advanced Math (F4)	Algebra I (F4)	
	Famili	Algebra II H (Q2)	Algebra II H (Q2)	Geometry (Q2)	Geometry (Q2)	Geometry (Q2)		
	Kim	Adv Math Honors (F7)		AP Statistics (F7)	AP Calculus AB (F7)	Adv Math Honors (F7)	AP Statistics (F7)	
	Legind	Geometry (F5)	Geometry (F5)	Geometry (F5)				
	Mendolia				Algebra II (F2)	Algebra II (F2)	Algebra II (F2)	
	Rynkiewicz	Algebra II (Q3)	Algebra I (Q3)	Algebra I (Q3)	Algebra II (Q3)	Algebra I (Q3)		
	Bonomo				CAHSEE Math (F1)			
No Department	Cromer	Fresh Found (G7)						
	Kelly	MC Aide (MC)	MC Aide (MC)	MC Aide (MC)	MC Aide (MC)	MC Aide (MC)	MC Aide (MC)	
	Ketterling				Fresh Found (Q1)			
	Milbrandt						Fresh Found (O6)	
	Robbins						PE Basketball (F8)	
	Wierzchucki					Fresh Found (Q4)		
Phys Education	Cromer		PE 9 (GYM)		PE 9 (GYM) PE 10, 11, 12 (GYM)	PE 9 (GYM) PE 10, 11, 12 (GYM)	PE Spr Sports (GYM)	
	Holman					PE 9 Sports Ftb (GYM)		
	Regan	PE 9 (GYM) PE 10, 11, 12 (GYM)	PE 10, 11, 12 (GYM)	PE 9 (GYM) PE 10, 11, 12 (GYM)		PE 10, 11, 12 (GYM)	PE Spr Sports (GYM)	
	Sandt	Rally (D7)						
	Zernickow						PE Football	
Science	Distaso	Biology, Accele (H5)	Environ Science (H5)	Biology, Accele (H5)	Environ Science (H5)	Anat & Physio (H5)		
	Elliott	Physics (H3) AP Physics B (H3)	AP Environ Sci (H3)	AP Environ Sci (H3)	AP Environ Sci (H3)	Physics (H3) AP Physics B (H3)		
	Knott	Phys Sci (H2)	Phys Sci (H2)		Anat & Physio (H2)	Phys Sci (H2)	Phys Sci (H2)	
	Luevand	Chemistry (H6)	Chemistry Honor (H6)	Chemistry Honor (H6)	Chemistry Honor (H6)	Chemistry (H6)		
	Pickering	Biology (H7)		Phys Sci Accel (H7)	Biology (H7)	Phys Sci Accel (H7)	Biology (H7)	
	Taylor	AP Environ Sci (H4)		AP Biology (H4)	AP Biology (H4)	AP Environ Sci (H4)	AP Environ Sci (H4)	
	Yang	Phys Sci (H1)		Phys Sci (H1)	Biology (H1)	Phys Sci (H1)	Biology (H1)	

	Teacher	Period 1	Period 2	Period 3	Period 4	Period 6	Period 7
Social Science	Beck	AP Psychology (O1)	US History (O1)		US History (O1)	Sociology (O1)	US History (O1)
	Kalo	US History (O6)		US History (O6)	Wld Cult & Geog (O6)	Wld Cult & Geog (O6)	Wld Cult & Geog (O6)
	Ketterling	Wld Cult & Geog (Q1)	AP World History (Q1)	AP World History (Q1)		AP World History (Q1)	World History (Q1)
	Robbins		Economics (F8) AP GovPol US	Economics (F8) AP GovPol US	AP US History (F8)	AP US History (F8)	
	Tolman	Economics (O7)	Economics (O7)	Government (O7)	Government (O7)		World History (O7)
	Wierzchucki	World History (Q4)	World History (Q4)	World History (Q4)	World History (Q4)		
Special Education	Bernal	*Biology (H7)	#US History (O3)	#Wld History (O3)	*Biology (H7)		#Govt/Econ (O3)
	Carson					#English 11,12 (MC3)	
	Sintek	@Phys Sci (MC5) @Biology @Env Science			@Wld History (MC5) @US History @Fresh Found @Govt/Econ		@Pre-Algebra (MC5) @Algebra I
	Zdunich				#Study Skills (G8)	#English 10,11 (G8)	*English I (R2)

Note: Daniel Sandt teaches Jazz Band (D7) during Period 0.

Essential Learnings by Semester

CTE	First Semester	Second Semester
Animation	<ol style="list-style-type: none"> 4. The story. Students must understand basic story telling. 5. The movement. Students must be able to complete basic movement of characters. 6. Guides are used to align movement and characters. 7. Design. Students must be able to design one off designs. 8. Drawing, students that feel that they can't draw will be able to after leaving first semester. 9. Break down. Students will be able to take a design and break down to the basic shapes for easier animation. 10. Prep work. Students will know from start to finish what needs to be done first before they start. 11. Writing. Little writing is done in animation. Breaking down the story and writing out the story being in written form or story board. A form of the story needs to be done physically so the story won't get lost in the mind. 	<ol style="list-style-type: none"> 1. Screenplay work 2. Work in professional groups, Director, Shooters, Writers, In-betweens 3. Character Development in a Artistic fashion. Taking first year or first semester characters and adding/morphing to a updated style. 4. Proper Trailer set up and Presentation 5. Garage band and sound effect 6. Flash development 7. C4D development
Computers	<ol style="list-style-type: none"> 1. Microsoft Office 2. MS Excel 3. MS Word 4. MS PowerPoint 	<ol style="list-style-type: none"> 1. HTML 2. JavaScript 3. CSS
Photography	<ol style="list-style-type: none"> 1. Light theory 2. Shutter speeds 3. Apertures 4. ISO 5. Intro to Portraits 	<ol style="list-style-type: none"> 1. Studio product 2. Advanced portraits 3. Green Screen 4. Sports photography 5. Photoshop
Computers	<ol style="list-style-type: none"> 1. Microsoft Office 2. MS Excel 3. MS Word 4. MS PowerPoint 	<ol style="list-style-type: none"> 1. HTML 2. JavaScript 3. CSS

ENGLISH	First Semester	Second Semester
English 9-10	<ol style="list-style-type: none"> 1. Word Analysis and Fluency <ol style="list-style-type: none"> a. Identify and use Literal and Figurative meaning of words b. Determine and use denotative and connotative meaning of words 2. Language Conventions <ol style="list-style-type: none"> a. Correct use of clauses and all parts of speech by using the grammar unit put together by the English department 3. Reading Comprehension <ol style="list-style-type: none"> a. Analyze and format functional workplace document (headers, graphics) and explain how they affect the author's purpose b. Paraphrase ideas and connect them to related topics and demonstrate comprehension 	

ENGLISH	First Semester	Second Semester
	<ol style="list-style-type: none"> 4. Lit. Response <ol style="list-style-type: none"> a. Analyze interactions between main/subordinate characters (internal/external conflicts, motivations, relationships) b. Understand the author’s use of time and sequence (foreshadow/flashback) c. Identify and recognize use of figurative language (symbolism/imagery) 5. Writing <ol style="list-style-type: none"> a. Use the Schaffer Writing Method to demonstrate the following <ul style="list-style-type: none"> ▪ Create body paragraphs and develop main ideas with supporting evidence ▪ Progress to Business letters, responses to literature, and expository paragraphs and 4-paragraph essays b. Integrate quotations and citations into written text c. Use revision to improve logic and publish documents through advanced publishing software (word/excel) 	
English 9-10-11-12 AP English 11 AP English 12	<ol style="list-style-type: none"> 1. Reading comprehension 2. Writing 3. Vocabulary 4. Grammar 5. Syntax 6. Self-reflection 7. Analysis 8. Rhetoric 9. Presentation/Oral Skills 	
Language!	<ol style="list-style-type: none"> 1. Students will be able to write a 3 paragraph essay. 2. Students will be able to respond to literature through a 3 paragraph essay. 3. Students will be able to answer comprehension questions in writing to a short story. 4. Students will be able to identify a complete sentence (subject/predicate) 5. Students will identify nouns, adjectives, verbs, prepositions, pronouns. 6. Students will identify prefixes, suffixes, root and base words. 7. Students will be able to use commas, quotation marks, colons, semicolons and other punctuation correctly in their writing. 	

FOREIGN LANG	First Semester	Second Semester
Spanish 1 French 1	<ol style="list-style-type: none"> 1. Vocabulary 2. Gender and number of nouns 3. To be 4. Adj. agreement 5. Conjugation of present tense verbs (regular) 6. Listening comprehension 7. Articles 8. Basic sentence formation 	
Spanish 2 French 2	<ol style="list-style-type: none"> 1. Object pronouns 2. Past tense forms (preterit) (Passé compose) 3. Irregular verbs in present 4. Irregular past tense forms 5. Vocabulary 6. Prepositions 7. Writing structure 8. Listening comprehension 	
Spanish 3	<ol style="list-style-type: none"> 1. Listening comprehension 2. Imperfect/preterit 3. Writing essays 4. Subjunctive (French) future (Spanish) 5. Impersonal expressions 6. Commands 7. Vocabulary 8. Verbal proficiency 	

MATHEMATICS	First Semester	Second Semester
SCC Pre-Algebra	<ol style="list-style-type: none"> 1. Rules of Integers 2. Order of Operations 3. Equations 4. Inequalities 5. Graphing: Line and Coordinate 6. Systems of Equations 7. Rules of Exponents 8. Rational Numbers 	
Calculus	<ol style="list-style-type: none"> 1. Review of Advanced Math topics 2. Limits and their properties 3. Differentiation 4. Applications of differentiation 	<ol style="list-style-type: none"> 1. Integration 2. Differentiation and integration of transcendental functions 3. Integration techniques 4. Application of integration
Statistics	<ol style="list-style-type: none"> 1. Analysis of data 2. Standard scores 3. Probability 4. The normal distributions 5. Correlation 6. Regression analysis 7. Sampling 	<ol style="list-style-type: none"> 1. Probability 2. The binomial, t, and chi-squared distributions 3. Hypothesis testing 4. Analysis of variance

MATHEMATICS	First Semester	Second Semester
	8. Estimation	
Adv. Math	<ol style="list-style-type: none"> 1. Review of Algebra 2. Linear and quadratic functions 3. Graphing techniques 4. Trigonometry 	<ol style="list-style-type: none"> 1. Exponential functions 2. Logarithmic functions 3. Polynomial and rational functions 4. Analytical geometry 5. Introductions to calculus
Honors Adv. Math	<ol style="list-style-type: none"> 1. Review of Algebra 2. Linear and quadratic functions 3. Graphing techniques 4. Trigonometry 	<ol style="list-style-type: none"> 1. Exponential functions 2. Logarithmic functions 3. Polynomial and rational functions 4. Analytical geometry 5. Introductions to calculus

OPPORTUNITY	First Semester	Second Semester
Opportunity Class	<ol style="list-style-type: none"> 1. Self-control 2. Ability to stay on task 3. Ability to stay focused on one task at a time 4. Ability to wait to ask a question instead of just yelling out 5. Ability to work with a fellow student and stay on task 6. To be able to pass all of my core classes and transition into general education classes at San Dimas 7. To gain some self-respect and self-worth 8. To not need the Opportunity program any more. 	

PHYS ED	First Semester	Second Semester
PE	<ol style="list-style-type: none"> 1. Suits up and participates daily. 2. Participates and accepts responsibility for his/her learning. 3. Works collaboratively with teammates to be successful. 4. Challenging himself/herself continually with daily activities. 5. Practices ethical behavior and good sportsmanship. 6. Makes good use of teacher interventions such as PE make-ups. 7. Student is responsible regarding classroom attendance and promptness to class. 8. Student demonstrates skills and knowledge of subject matter. 	<ol style="list-style-type: none"> 1. Suits up and participates daily. 2. Participates and accepts responsibility for his/her learning. 3. Works collaboratively with teammates to be successful. 4. Challenging himself/herself continually with daily activities. 5. Practices ethical behavior and good sportsmanship. 6. Makes good use of teacher interventions such as P.E. make-ups. 7. Student is responsible regarding classroom attendance and promptness to class. 8. Student demonstrates skills and knowledge of subject matter.
Freshmen Foundations	<ol style="list-style-type: none"> 1. Students must demonstrate an understanding of the 5 Dimensions of Health. 2. Students must demonstrate the 7 steps of making a responsible decision. 3. Students must demonstrate an understanding of the use, misuse, and abuse of drugs. 4. Students must demonstrate an 	

PHYS ED	First Semester	Second Semester
	<p>understanding of drug addiction, and the effects of drug abuse.</p> <ol style="list-style-type: none"> Students must demonstrate an understanding of alcohol abuse, alcoholism and recovery. Students must demonstrate an understanding of the effects of tobacco on the body. Students must demonstrate an understanding of the male and female reproductive systems and sexually transmitted diseases. Students must demonstrate an understanding of effective study skills and habits. 	

SCIENCE	First Semester	Second Semester
Environmental Science AP Environmental Science	<ol style="list-style-type: none"> Students will illustrate the transfer of energy through an ecosystem. Draw food webs. Students will be able to diagram and explain the five biogeochemical cycles – carbon, phosphorus, nitrogen, sulfur, and water. Students will describe how natural selection leads to changes in species. Students know that fossil evidence provides evidence for species evolution and is used to identify geologic time periods and mass extinction events. Students know the main biomes of the world and their location and that precipitation and temperature distinguish them from one another. Students will be able to describe what factors affect carrying capacity and analyze ecosystem carrying capacities based on species data. Students will list and describe the causes of species decline and the effects on the ecosystems in which they reside. This includes invasive species, habitat destruction and HIPPO. Students will be able to graph, describe, and explain the changes in birth rate, death rate, and population totals as a country transitions from a rural to an industrial society. (The Demographic Transition Model). 	<ol style="list-style-type: none"> Students will be able to identify and discuss environmental effects of farming. Students will be able to identify and discuss reasons for soil erosion. Students will be able to identify and discuss renewable and non-renewable energy sources and compare the environmental merits and effects of each. Students will be able to identify and discuss environmental effects of mining. Students will be able to identify and discuss the origins of components of air pollution. Students will be able to identify and discuss physical water quality indicators. Students will be able to identify and discuss causes of water pollution. Students will be able to identify and discuss remediation and prevention of air and water pollution. Students will be able to analyze data tables and graphs and draw conclusions from the data.
Biology	<ol style="list-style-type: none"> Students will identify cell structures and their functions. Students will explain the differences between prokaryotes and eukaryotes. Students will outline the steps of photosynthesis Students will discuss the steps of cellular respiration and its importance to life 	

SCIENCE	First Semester	Second Semester
	functions. 5. Students will be able to illustrate and describe the biogeochemical cycles. 6. Students will be able to list the influencing factors of populations. 7. Students will be able to illustrate the transfer of energy within an ecosystem 8. Students will be able to sketch the process and explain the outcomes of meiosis.	
Acc. Biology	1. Students will identify cell structures and their functions. 2. Students will explain the differences between prokaryotes and eukaryotes. 3. Students will describe the steps of photosynthesis and discuss their importance for life on Earth. 4. Students will discuss cellular respiration steps and its importance to life functions. 5. Students will be able to illustrate and describe the biogeochemical cycles. 6. Students will be able to list the influencing factors of populations. 7. Students will be able to illustrate the transfer of energy within an ecosystem 8. Students will be able to sketch the process and explain the outcomes of meiosis.	1. Students will be able to predict outcomes of genetic crosses. 2. Students will be able to describe how DNA codes for protein structure. 3. Students will be able to discuss the pros and cons of genetic engineering. 4. Students will be able to outline the Darwin's Theory of Evolution. 5. Students will be able to delineate between bacterial and virus infections. 6. Students will be able to outline the structure of the nervous system and explain how it contributes to homeostasis. 7. Students will be able to describe the components of the immune system and explain how it contributes to homeostasis.
Chemistry	1. Stoichiometry: Students need to determine the mass of products formed from a given amount (moles or mass) of reactant. 2. Mole Conversions: Students know that one mole is equal to 6.022×10^{23} particles, the molar mass of a substance, or 22.4 L of a substance. 3. Naming Chemical Compounds: Students need to know how to name and identify chemical formulas for both ionic and covalent compounds. 4. Intermolecular Forces: Students need to know the types of intermolecular forces that exists between chemical bonds and how these forces of attraction affect the molecule's ability to stay together and maintain shape. 5. Composition of the Atom: Students know that atoms are composed of protons, neutrons, and electrons. Students know that the center of the atom is composed of protons and neutron and makes up the majority of the mass of the atom. 6. Structure and Layout of the Periodic Table: Students know the structure of the periodic table and how groups of elements are organized on the periodic table according to the number of protons, valance electrons available for bonding, and atomic mass.	

SCIENCE	First Semester	Second Semester
	<ol style="list-style-type: none"> 7. Ionic and Covalent Bonding: Students know that salts are composed of repeating patterns of positive and negative ions held together by electrostatic attraction. 8. Periodic Trends: Students know how electronegativity, ionization energy, and polarity relate to bond formation. 	
Physical Science	<ol style="list-style-type: none"> 1. Students know how the magnetic patterns and topography of the ocean floor provide evidence of plate tectonics. 2. Students know how earthquakes occur and the scales used to measure their intensity and magnitude. 3. Students know the 3 types of volcanoes. 4. Students know the different atmospheric gases that absorb the Earth's thermal radiation. 5. Students know the effects of temperature inversions. 6. Students know the difference between climate and weather and how it involves the transfer of energy into and out of the atmosphere. 7. Students know how climate is effected by latitude, elevation, topography and proximity to large bodies of water and cold or warm ocean currents. 8. Students know the carbon, nitrogen and water cycle. 	
Physics/AP Physics	<ol style="list-style-type: none"> 1. Students should understand the general relationships among position, velocity, and acceleration and be able to determine each variable from given information. 2. Students should be able to add, subtract, and manipulate position, velocity, acceleration, and force vectors and determine x and y-components of those vectors. 3. Students should be able to understand Newton's Laws and be able to analyze a wide variety of situations involving forces both qualitatively and quantitatively. 4. Students should understand the definition of work and be able to calculate work done in a variety of situations. 5. Students understand both potential and kinetic energy and conservation of energy to analyze the motion of systems. 6. Students should be able to calculate power. 7. Students should know the definition of torque and be able to solve problems involving forces and rotation. 8. Students should know Newton's Law of Universal Gravitation 	<ol style="list-style-type: none"> 1. Know and understand the 1st and 2nd Law of Thermodynamics 2. Students should know how to apply the ideal gas law and thermodynamic principles and solve problems related to gas expansion 3. Electricity and Magnetism 4. Apply Coulomb's Law to solve electrostatic problems 5. Understand and apply the basic concepts and equations related to electric fields and electric potential 6. Use equations to solve for field strength, potential, particle velocity, and forces caused by electric and magnetic fields 7. Use equations to solve for stored charge, stored energy, voltage, and capacitance 8. Students should be able to design and analyze basic circuit diagrams and solve for current, resistance, and power throughout all portions of the circuits 9. Students should be able to calculate the magnitude and direction of forces on wires and particles in magnetic fields 10. Students should understand the concept of magnetic flux and be able to calculate flux through a loop

SCIENCE	First Semester	Second Semester
		<ol style="list-style-type: none"> 11. Waves and Optics 12. Students should be able to sketch or identify graphs that represent traveling waves and determine the amplitude, wavelength, and frequency of a wave from such a graph. 13. Students should be able to solve problems related to velocity, frequency, and wavelength in waves 14. Students should understand the difference between transverse and longitudinal waves 15. Students should be able to apply basic lens and mirror equations to solve mirror and lens problems 16. Students should understand the basic principles of interference and diffraction and be able to solve simple single and double slit interference problems 17. Students should understand and be able to apply Snell's Law to a variety of refraction situations
Anatomy/ Physiology	<ol style="list-style-type: none"> 1. Students will be able to describe the characteristics and requirements of life. 2. Students will be able to identify and describe the function of human tissue types. 3. Students will be able to explain how the integumentary system regulates body temperature as well as provides protection. 4. Students will be able to describe the organization and function of the skeletal system as well as identify individual bones by name. 5. Students will be able to discuss the structure and function of the various types of joints in the body. 6. Students will be able to distinguish between the differ types as muscles, outline the process of muscle contraction and identify individual muscle names and functions. 	

SOCIAL SCIENCE	First Semester	Second Semester
U.S. History	<ol style="list-style-type: none"> 1. Know several key issues of the Colonial Era and why the colonies grew apart from Britain 2. Know the crucial reasons why the American Revolution was fought 3. Know the reasons why the U.S. Constitution was written and what are some of its key components 4. Know how America added territory and its belief in Manifest Destiny 5. Know about the growing division in America between the northern and southern states 6. Know important elements of the Civil War and Reconstruction 7. Know about Progressivism and some of its key issues 	<ol style="list-style-type: none"> 1. Know about the U.S. role in WWII 2. Know about the Cold War and some of its key elements 3. Know about the Civil Rights movement 4. Know about changing cultural issues in the post-war U.S., including changing roles for women and the impact of technology 5. Know about the Vietnam War and the protest it spawned 6. Know about the conservative revival under Reagan 7. Know about the post Cold War Era including new issues such as the War on Terror

SOCIAL SCIENCE	First Semester	Second Semester
	<ul style="list-style-type: none"> 8. Know how the Spanish American War and WWI contributed to America's status as a world power 9. Know some of the key issues of the 1920s including the economic boom as well as some of the key issues of the 1930s including the Great Depression and New Deal 	
<p>AP U.S. History</p>	<ul style="list-style-type: none"> 1. Students are able to analyze the logic of an article, essay or chapter. By doing this they are able to discover the following: <ul style="list-style-type: none"> a. The main purpose of the article, essay or chapter. b. The key question that the author is addressing. c. The most important information in the article, essay or chapter. d. The main inferences/conclusions in the article, essay or chapter. e. The key concepts needed to understand an article, essay or chapter. f. The main assumption(s) underlying the author's thinking. g. The main point(s) of view presented in the article, essay or chapter. 2. Students are able to think chronologically 3. Students are able to reconstruct the literal meaning of a historical passage. 4. Students are able to identify the central question(s). 5. Students are able to differentiate between historical facts and historical interpretations. 6. Students are able to consider multiple perspectives 7. Students are able to analyze cause-and-effect relationships 8. Students are able to draw comparisons across eras and regions in order to define enduring issues. 9. Students are able to distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence. 10. Students are able to compare competing historical narratives 11. Students are able to interrogate historical data. 12. Students are able to support interpretations with historical evidence. 13. Students are able to hypothesize the influence of the past. 14. Students are able to evaluate major debates among historians <p>Key Ideas</p> <ul style="list-style-type: none"> 1. Students should understand early European exploration and colonization and the resulting cultural interactions. 	

SOCIAL SCIENCE	First Semester	Second Semester
	<ol style="list-style-type: none"> 2. Students should understand how political, religious and social institutions emerged in the English colonies. 3. Students should understand how the values and institutions of European economic life took root in the colonies and how slavery reshaped European and African life in the Americas. 4. Students should understand the causes of the American Revolution and the ideas and interests involved in forging the revolutionary movement. 5. Students should understand the impact of the American Revolution on politics, economy and society. 6. Students should understand the institutions and practices of government created during the revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U. S. Constitution and Bill of Rights. 7. Students should understand how the industrial revolution, increasing immigration, the rapid expansion of slavery and the westward movement changed the lives of Americans and led toward regional tensions. 8. Students should understand the extension, restriction, and reorganization of political democracy after 1800. 9. Students should understand the sources and character of cultural, religious, and social reform movements in the antebellum period. 10. Students should understand the causes of the Civil War. 11. Students should understand the character of the Civil War and its effects on the American people. 12. Students should understand the impact of Reconstruction on American society. 	
World History	<ol style="list-style-type: none"> 1. The Greek Influence in Democracy 2. The Influence of the Magna Carta 3. The Thinkers of Democracy- Locke, Rousseau, Montesquieu 4. The Impact of the American Revolution 5. The Impact of the French Revolution 6. The Impact of the Russian Revolution 7. The Impact of the Industrial Revolution 8. The Romantics v the Realists 	
Economics	<ol style="list-style-type: none"> 1. The fundamental problem- scarcity 2. The concept of opportunity cost 3. The real strategies businesses use 4. The concept of demand 5. The concept of supply 6. The equilibrium of demand and supply 	

SOCIAL SCIENCE	First Semester	Second Semester
	7. The nature of competition- Market Structures 8. Levels of Government Intervention into Market Failures	
Government	1. What are the principles of democracy? 2. What are the basic principles of the Constitution? 3. How has the Bill of Rights been tested in the courts? 4. What are the responsibilities of the three branches of government? 5. What is the process of electing people to office? 6. What are some of the responsibilities that citizens have to participate in government, such as jury duty and voting? 7. What is the structure of California government including local government? 8. What is the role of media in the formation of public opinion?	

VPA	First Semester	Second Semester
Intro to Art	1. Students will know the differences between sketching and drawing, and the various styles of drawing, (gestural, pure contour, etc.). 2. Students will compare the differences of light and dark areas on an object and learn how to recreate this in their own work using all media, in order to create a wide range of values and textures. 3. Students will know how to create a dynamic composition that fills a picture plane. 4. Students will gain experiential knowledge of various media, including graphite, charcoal and several types of paint. 5. Students will know how to complete a work in order to develop wholeness and unity. 6. Students will maintain a physical portfolio and be able to identify best work. 7. Students will keep an artistic journal of drawings.	1. Students will understand the elements and principles of design and apply them. 2. Students will continue to develop drawing skills from observation and apply the rules of 1 and 2 point perspective successfully. 3. Students will be able to interpret meaning and the human reaction to color and composition when observing art. 4. Students will mix and achieve all ranges of values with various colors, and apply knowledge of color theory while creating their own work. 5. Students will clean and maintain the materials of the classroom and be respectful of the classroom environment, developing personal responsibility and accountability in their own work. 6. Students will develop a sense of pride in making art. 7. Students will be able to use their collective knowledge of proportions, composition, color, and the elements and principles in order to visually communicate ideas successfully and creatively. 8. Students will know about the development and history of art and be aware of current movements in art.
Adv. Art	1. Students will demonstrate various drawing and painting skills. 2. Students will apply principles of design and color theory in 2-D composition projects. 3. Students will demonstrate problem-solving	1. Students will push themselves and help others during group critiques to try new solutions, different techniques, and other media in problem solving and creating unique art. 2. Students will take risks, try different

VPA	First Semester	Second Semester
	<p>skills in the creating of unique art pieces.</p> <ol style="list-style-type: none"> 4. Demonstrate in their works of art an appreciation of world art history and aesthetics. 5. Students will express, through conscious and subconscious means, specific ideas and various corollaries in the creation of artwork. 6. Students will create commercial art, (posters, playbills, greeting cards), that sell or promote something. 7. Students will show a use of multicultural concepts and techniques in the projects they create in appreciation of world art history and aesthetics. 8. Maintain a physical portfolio. 9. Students will learn how to display artwork, enter contests prepare for portfolio reviews. 	<p>techniques and media in developing a personal style.</p> <ol style="list-style-type: none"> 3. Students will develop their personal imagery. 4. Students will work collaboratively on public art projects and displays. 5. Students will constantly display a high level of artistic discipline. 6. Students will create a digital portfolio and display their work online. 7. Students will keep an artistic journal of drawings, research and personal reflections. 8. Students will demonstrate in their works of art an appreciation of world art history and aesthetics through online images, books and magazines and field trips outside of the school day.
AP Art	<ol style="list-style-type: none"> 1. Students will demonstrate various drawing and painting skills. 2. Students will apply principles of design and color theory in 2-D composition projects. 3. Students will demonstrate problem-solving skills in the creating of unique art pieces. 4. Demonstrate in their works of art an appreciation of world art history and aesthetics. 5. Students will express, through conscious and subconscious means, specific ideas and various corollaries in the creation of artwork. 6. Students will create a body of artworks related by a unifying theme. 7. Students will keep an artistic journal of drawings, research and personal reflections. 8. Students will show a use of multicultural concepts and techniques in the projects they create in appreciation of world art history and aesthetics. 9. Maintain a physical portfolio. 10. Students will learn how to display artwork, enter contests prepare for portfolio reviews. 	<ol style="list-style-type: none"> 1. Students will push themselves and help others during group critiques to try new solutions, different techniques and other media in problem solving and creating unique art. 2. Students will take risks, try different techniques and media in developing a personal style. 3. Students will develop their personal imagery. 4. Students will work collaboratively on public art projects and displays. 5. Students will constantly display a high level of artistic discipline. 6. Students will create a digital portfolio and display their work online. 7. Students will demonstrate in their works of art an appreciation of world art history and aesthetics through online images, books and magazines and field trips outside of the school day. 8. Students will attend National Portfolio Day. 9. Students will prepare for the AP Studio Art Exam.
Band	<ol style="list-style-type: none"> 1. Students will be able to apply the "count and clap" method in guided rhythm examples in order to perform a rhythm that hasn't been previously demonstrated for them. 2. Students will be able to perform common major scales on their instrument. Wind ensemble students will additionally be able to perform the minor scales associated with those key signatures. 3. Students will develop their coordination so that they can march in step while performing music at various tempos. 4. Students will use aural skills to apply the basic concepts of tuning and intonation during group performances and rehearsal. 	<ol style="list-style-type: none"> 1. Students will be able to independently apply the "count and clap" method to perform advanced rhythms without any guidance from an instructor. 2. Students will be able to perform all 12 major scales on their instrument. Wind ensemble students will additionally be able to perform all 36 natural, harmonic and melodic minor scales. 3. Drumline students will develop advanced marching technique and apply it to performances at a high tempo, with many changes in direction. 4. Students will continue developing their aural skills to actively adjust their intonation mid-

VPA	First Semester	Second Semester
	<ol style="list-style-type: none"> 5. Students will develop proper air support in order to improve tone quality, achieve a "standard" sound for their instrument, create dynamics, adjust intonation, and to properly end long tones. 6. Students will increase their outdoor performing experience through parades, football games, and field show tournaments. 	<p>performance.</p> <ol style="list-style-type: none"> 5. Students will use the improved air support developed during 1st semester to perform concert band and jazz repertoire at a high level. 6. Students will increase their indoor performing experience through festivals, concerts, drum line shows and winter guard shows.
Ceramics	<ol style="list-style-type: none"> 1. The production techniques of fabricating clay objects. Students will complete a pinch pot with a foot, a slab cup, a coil pot and carve a bas-relief tile. Students will learn the basics of working on the potter's wheel. 2. The physical characteristics of clay and technical requirements of working with clay. Much of this is learned through experience and discussion. 3. Terminology related to the field of ceramics (approximately 60 terms) and the Elements and Principles of Art. 4. Use Elements and Principles in discussing art and in writing about art. 5. Techniques of glazing. Students will learn the basics of glaze application; including commercial glazes (brushing), dipping glazes (single and double applications), and how to handle the objects when glazing. Students will use oxides, under-glaze and over-glaze techniques in glazing. 6. Research a ceramic artist, write a 2-page paper, prepare a visual aid and do a short presentation on the artist. 	<ol style="list-style-type: none"> 1. Continue to reinforce technical requirements and terminology. 2. Techniques of making sculpture in the round (visible from all sides) using slab, pinch, and coil in combination. 3. Students will also learn to model facial features on human and animal sculptures. 4. Use techniques of forming clay to make complex vessels such as teapots. 5. How to conceptualize a sculpture in clay and build it using photographic references. 6. Know the elements of art and the principles of design and how to use those terms to discuss 3-Dimensional Art. 7. Historical: know how ceramics has related to everyday life from ancient times until today. 8. Know how they might use ceramics in a career.
Yearbook	<ol style="list-style-type: none"> 1. Students will identify the functions of a yearbook. 2. Students will recognize the value of a positive, open-minded attitude in effective leadership. 3. Students will identify the rights and responsibilities (fairness, accuracy and good taste) provided by the First Amendment and scholastic-specific court decisions. 4. Students will recognize libel as a type of unprotected speech and how to avoid it. 5. Students will understand, practice and learn skills for developing content with verbal and visual elements. 6. Students will identify the factors that determine effective coverage. 7. Students will understand, practice and learn skills for reporting. 8. Students will understand, practice and learn skills for writing stories, headlines and captions. 9. Students will understand, practice and learn skills for improving writing. 	<ol style="list-style-type: none"> 1. Students will recognize the value of consistency, goal setting and feedback in effective leadership. 2. Students will recognize the importance of editing for style and establishing consistency. 3. Students will recognize the importance of planned space in adding unity, movement and emphasis to the book as a whole. 4. Students will understand, practice and learn and skills for maintaining complete and accurate financial records. 5. Students will identify the factors important in accurately estimating yearly expenses. 6. Students will identify the key factors of an effective sales campaign, identifying and communicating with potential buyers and keeping complete and accurate records. 7. Students will identify the strategies of an organized advertising campaign. 8. Students will recognize the strategies of a businesslike approach to selling advertising. 9. Students will recognize factors important for creating the yearbook distribution event.

VPA	First Semester	Second Semester
	<ol style="list-style-type: none"> 10. Students will recognize strategies for incorporating photographs into the yearbook for the strongest storytelling effect. 11. Students will understand, practice and learn skills for choosing and working with reader-friendly typography. 12. Students will understand, practice and learn basic skills for designing yearbook pages and spreads. 13. Students will understand, practice and learn principles of good design. 	
Intro to Dance	<ol style="list-style-type: none"> 1. Students will demonstrate movement skills and describe movement using the vocabulary of dance 2. Student will apply choreographic principles and skills to create and communicate meaning through the composition and performance of dance 3. Students will critically assess and derive meaning from works of dance according to the elements and aesthetic qualities of dance 	<ol style="list-style-type: none"> 1. Students will demonstrate movement skills and describe movement using the vocabulary of dance 2. Students will apply choreographic principles and skills to create and communicate meaning through the composition and performance of dance 3. Students will critically assess and derive meaning from works of dance according to the elements and aesthetic qualities of dance
Adv. Dance	<ol style="list-style-type: none"> 1. Students will demonstrate movement skills and describe movement using the vocabulary of dance 2. Students will apply choreographic principles and skills to create and communicate meaning through the composition and performance of dance 3. Students will critically assess and derive meaning from works of dance according to the elements and aesthetic qualities of dance 	<ol style="list-style-type: none"> 1. Students will demonstrate movement skills and describe movement using the vocabulary of dance 2. Students will apply choreographic principles and skills to create and communicate meaning through the composition and performance of dance 3. Students will critically assess and derive meaning from works of dance according to the elements and aesthetic qualities of dance

Six Simple Strategies

Classroom Instructional Strategies Targeting At Risk Subgroup Students

1. Use academic language during instruction in addition to building on the content vocabulary (e.g., helping students understand and use words like analyze, compare, contrast, prioritize, diagram and comprehend).
2. New vocabulary terms should be expressed in their own words using simple graphics to represent words.
3. Have multiple students answer the same question so all hear the correct answer more than one time (echoing). Have at risk students be the second or third response when answering more challenging questions that have already been answered by another student.
4. Allow sufficient wait time for students to respond to questions when answering. Pose the question to the whole class and provide adequate wait time to keep all students engaged before selecting students to respond.
5. Have students paraphrase written and oral responses.
6. Increase the amount of time and number of times students verbalize the content and steps of new instructional information and set the expectation for students to use complete sentences.

Snapshots

Snapshot Form

WASC - Snapshot

Date: _____

1st - 20 min 2nd - 20 min 3rd - 20 min

(Please circle one)

3 unannounced visits, 5 to 10 minutes in length.

1. What are the students doing?

- | | | | |
|-------|-------------------------|-------|---|
| _____ | Receiving Information | _____ | Applying Skills |
| _____ | Taking Test or Quiz | _____ | Using Technology (specify) _____ |
| _____ | Viewing Video | _____ | Presenting Information |
| _____ | Hands-on | _____ | Discussion |
| _____ | Total Class Interaction | _____ | Total Class Participation |
| _____ | ESLRs Skill Set | _____ | Participating in Collaborative Activities |
| _____ | Other | _____ | _____ |

WASC - Snapshot

Date: _____

1st - 20 min 2nd - 20 min 3rd - 20 min

(Please circle one)

3 unannounced visits, 5 to 10 minutes in length.

1. What are the students doing?

- | | | | |
|-------|-------------------------|-------|---|
| _____ | Receiving Information | _____ | Applying Skills |
| _____ | Taking Test or Quiz | _____ | Using Technology (specify) _____ |
| _____ | Viewing Video | _____ | Presenting Information |
| _____ | Hands-on | _____ | Discussion |
| _____ | Total Class Interaction | _____ | Total Class Participation |
| _____ | ESLRs Skill Set | _____ | Participating in Collaborative Activities |
| _____ | Other | _____ | _____ |

WASC - Snapshot

Date: _____

1st - 20 min 2nd - 20 min 3rd - 20 min

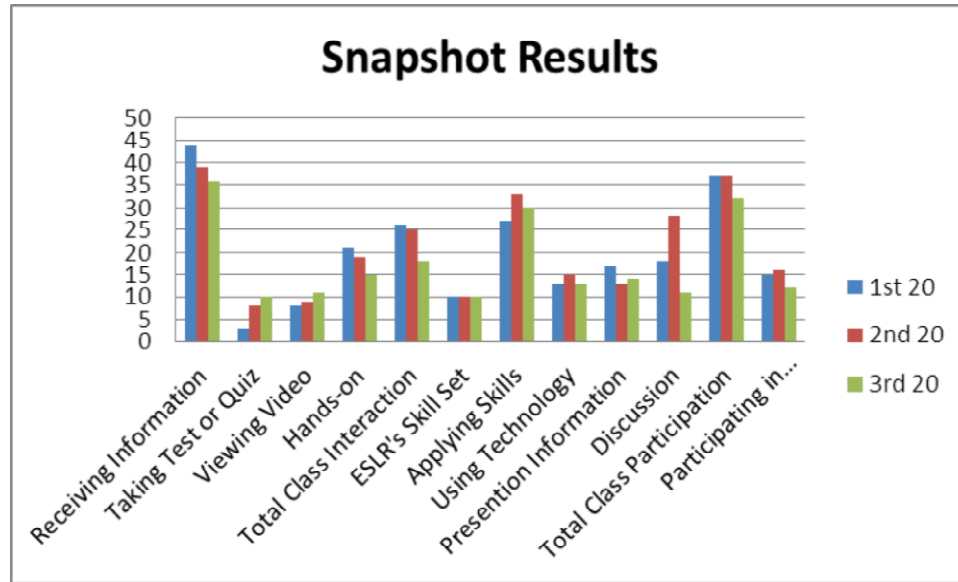
(Please circle one)

3 unannounced visits, 5 to 10 minutes in length.

1. What are the students doing?

- | | | | |
|-------|-------------------------|-------|---|
| _____ | Receiving Information | _____ | Applying Skills |
| _____ | Taking Test or Quiz | _____ | Using Technology (specify) _____ |
| _____ | Viewing Video | _____ | Presenting Information |
| _____ | Hands-on | _____ | Discussion |
| _____ | Total Class Interaction | _____ | Total Class Participation |
| _____ | ESLRs Skill Set | _____ | Participating in Collaborative Activities |
| _____ | Other | _____ | _____ |

Snapshot Results

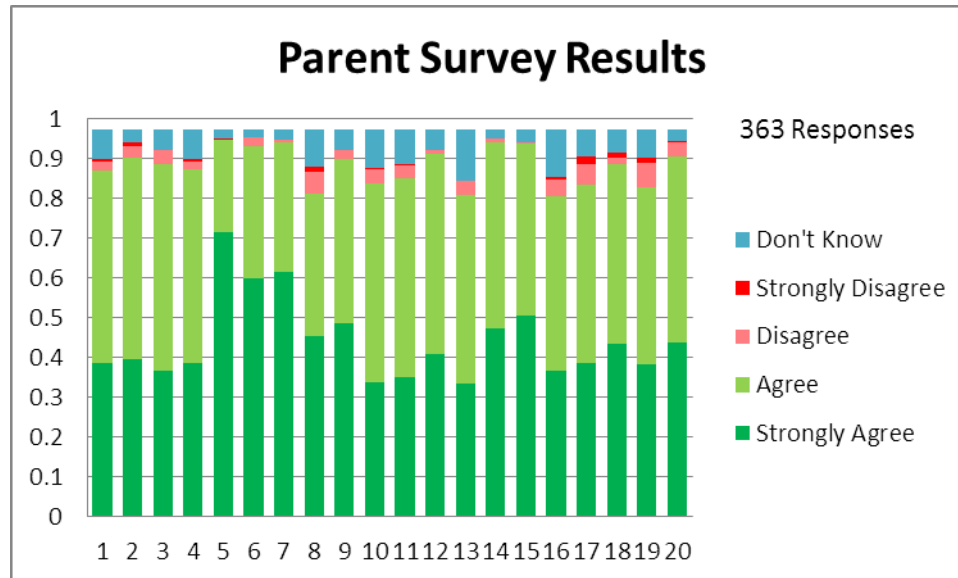


		1st 20'	2nd 20'	3rd 20'
Input	Receiving Information	44	39	36
Assessment	Taking Test or Quiz	3	8	10
Input	Viewing Video	8	9	11
Activity	Hands-on	21	19	15
Activity	Total Class Interaction	26	25	18
Assessment	ESLRs Skill Set	10	10	10
Activity	Applying Skills	27	33	30
Activity	Using Technology	13	15	13
Activity	Presentation Information	17	13	14
Activity	Discussion	18	28	11
Activity	Total Class Participation	37	37	32
Activity	Participating in Collaborative Activities	15	16	12

76 Total Snapshots

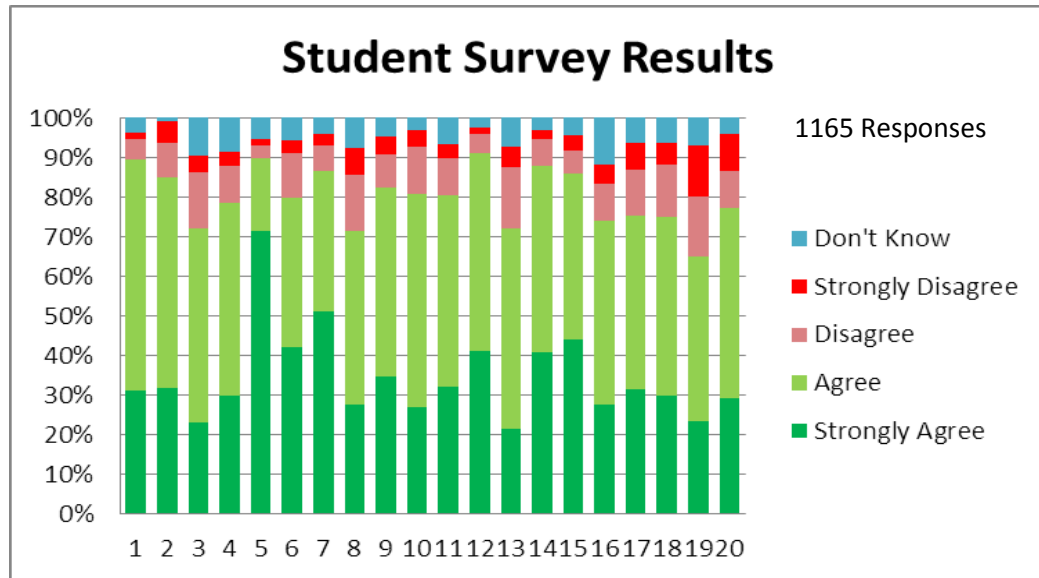
Surveys

Parent Survey Results



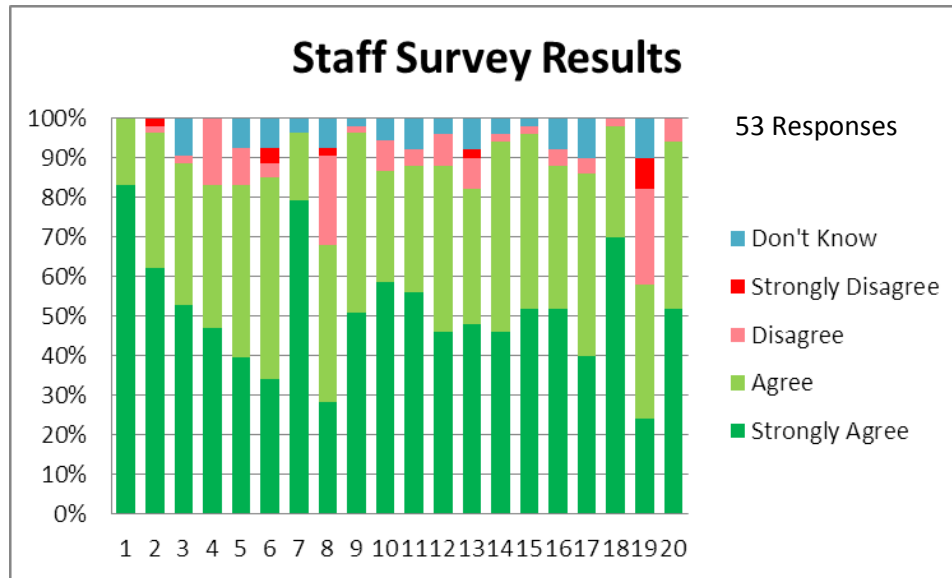
VISION/LEADERSHIP	
1	My child's teachers have high expectations.
2	Overall, my child is treated with respect by teachers, administrators, security, other staff and other students.
3	I am aware of the policy decisions made by the school staff that supports my student's learning.
4	Diversity of all types is honored and supported by students, teachers and staff.
CURRICULUM	
5	My child plans to go to college or technical school after he/she graduates.
6	My child has been involved in choosing courses to achieve his/her future goals.
7	I am aware that my child has the opportunity to take Honors or Advanced Placement (AP) courses.
8	My child is aware of the requirements of the San Dimas Connection Project.
9	My child has the opportunity to participate in community services, real world experiences through classes, clubs and organizations.
INSTRUCTION	
10	My child's teachers use a variety of strategies and resources to teach, including technology.
11	My child's teachers understand the subject they teach and use the California State Standards to guide their instruction.
ASSESSMENT AND ACCOUNTABILITY	
12	I know what is expected of my child in each of his/her classes in terms of classroom and school-wide rules.
13	My child's teachers use a variety of techniques to evaluate student learning.
14	My child is aware of what he/she is expected to learn to pass his/her class.
STUDENT SUPPORT SERVICES	
15	My child has the opportunity to participate in school leadership, clubs and after school activities.
16	My child has the opportunity to receive tutoring in Math, English, Science and CAHSEE preparation.
17	If my child has a problem or questions about the future, he/she feels there are adults at the school he/she can go to.
18	I am invited to participate in school activities.
19	My child has the opportunity to learn life skills through activities such as field trips and guest speakers.
20	The school has a safe, secure and clean environment.

Student Survey Results



VISION/LEADERSHIP	
1	My teachers have high expectations.
2	Overall, I am treated with respect by teachers, administrators, security, other staff and other students.
3	I am aware of the policy decisions made by the school staff that supports my learning.
4	Diversity of all types is honored and supported by students, teachers and staff.
CURRICULUM	
5	I plan to go to college or technical school after I graduate.
6	I have been involved in choosing courses to achieve my future goals.
7	I am aware that I have the opportunity to take Honors or Advanced Placement (AP) courses.
8	I am aware of the requirements of the San Dimas Connection Project.
9	I have the opportunity to participate in community service, real world experiences through classes, clubs and organizations.
INSTRUCTION	
10	My teachers use a variety of strategies and resources to teach, including technology.
11	My teachers understand the subject they teach and use the California State Standards to guide their instruction.
ASSESSMENT AND ACCOUNTABILITY	
12	I know what is expected of me in each of my classes in terms of classroom and school-wide rules.
13	My teachers use a variety of techniques to evaluate my learning.
14	I am aware of what I am expected to learn to pass my classes.
STUDENT SUPPORT SERVICES	
15	I have the opportunity to participate in school leadership, clubs, and after school activities.
16	I have the opportunity to receive tutoring in Math, English, Science and CAHSEE preparation.
17	If I have a problem or questions about the future, I know that there are adults at the school I can go to.
18	I am invited to participate in school activities.
19	I have the opportunity to learn life skills through activities such as field trips and guest speakers.
20	The school has a safe, secure and clean environment.

Staff Survey Results



VISION/LEADERSHIP	
1	Teachers high expectations for all students.
2	Overall, students are treated with respect by teachers, administrators, security, other staff and other students.
3	I am aware of the policy decisions made by staff committees that support student learning.
4	Diversity of all types is honored and supported by students, teachers and staff.
CURRICULUM	
5	Most students plan to go to college or technical school after graduation.
6	All students are involved in choosing courses to achieve his/her future goals.
7	All students have the opportunity to take Honors or Advanced Placement (AP) courses.
8	Teachers make students aware of the requirements of the San Dimas Connection Project.
9	All students have the opportunity to participate in community services, real world experiences through classes, clubs and organizations.
INSTRUCTION	
10	Teachers use a variety of instructional strategies and resources to teach, including technology.
11	Teachers understand the subject they teach and use the California State Standards to guide their instruction.
ASSESSMENT AND ACCOUNTABILITY	
12	Teachers communicate what is expected of students in each of their classes in terms of classroom and school-wide rules.
13	Teachers use a variety of techniques to evaluate student learning.
14	Students are aware of what they are expected to learn to pass their classes.
STUDENT SUPPORT SERVICES	
15	All students have the opportunity to participate in school leadership, clubs and after school activities.
16	All students have the opportunity to receive tutoring in Math, English, Science and CAHSEE preparation.
17	All students feel that there are adults at the school he/she can go to if they have a problem or questions about the future.
18	All stakeholders are invited to participate in school activities.
19	All students have the opportunity to learn life skills through activities such as field trips and guest speakers.
20	The school has a safe, secure and clean environment.

Vision Statement

San Dimas High School will be the San Gabriel Valley's premier center for powerful teaching and learning, rigorous academics and diverse activities in a community of integrity and respect.