

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. John Ingram Walker

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Campolindo High School

(As it should appear in the official records)

School Mailing Address 300 Moraga Road

(If address is P.O. Box, also include street address.)

City Moraga State CA Zip Code+4 (9 digits total) 94556-2402

County Contra Costa County State School Code Number* 07 61630 0731125

Telephone 925-280-3950 Fax 925-280-3951

Web site/URL

http://www.acalanes.k12.ca.us/cam
polindo E-mail jwalker@acalanes.k12.ca.us

Twitter Handle
@CampolindoHS Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. John Nickerson, Ed.D.

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: jnickerson@acalanes.k12.ca.us

Other)

District Name Acalanes Union High School District Tel. 925-280-3900

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Susie Epstein

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

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

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 5 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	156	162	318
10	158	169	327
11	167	142	309
12	141	159	300
Total Students	622	632	1254

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 13 % Asian
 - 1 % Black or African American
 - 7 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 68 % White
 - 9 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 4%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	35
(3) Total of all transferred students [sum of rows (1) and (2)]	47
(4) Total number of students in the school as of October 1	1264
(5) Total transferred students in row (3) divided by total students in row (4)	0.037
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 1 %
6 Total number ELL
 Number of non-English languages represented: 17
 Specify non-English languages: Spanish, Vietnamese, Cantonese, Korean, Tagalog, Japanese, Mandarin, Armenian, Farsi, French, German, Russian, Thai, Ukrainian, Romanian, Serbo-Croatian, Toishanese
8. Students eligible for free/reduced-priced meals: 3 %
 Total number students who qualify: 32

Information for Public Schools Only - Data Provided by the State

The state has reported that 12 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 10 %
126 Total number of students served

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

- | | |
|---------------------------------|--|
| <u>10</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>22</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>91</u> Specific Learning Disability |
| <u>19</u> Emotional Disturbance | <u>6</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	61
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	96%	97%	96%	99%
High school graduation rate	99%	100%	99%	99%	98%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	306
Enrolled in a 4-year college or university	78%
Enrolled in a community college	19%
Enrolled in career/technical training program	1%
Found employment	1%
Joined the military or other public service	1%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: The Campolindo High School community provides a comprehensive education in a supportive environment to prepare students for success in a global society.

PART III – SUMMARY

Campolindo High School serves the educational needs of its students by providing challenging experiences that promote academic, social, and emotional growth. Students, staff, parents and the community work together to provide a positive climate for learning in which mutual respect, trust, and esteem are valued. Campolindo High School opened in the fall of 1962, as the last of five high schools constructed in the Acalanes Union High School District. Campolindo is a comprehensive, four-year public high school. Many professionals, drawn by the excellent reputation of the schools serving the communities of Lafayette, Moraga, and Orinda, choose this area to raise their families. Strong family values, centered on education and involvement in the schools, have helped build our high achieving community of learners.

Campolindo has been recognized five times as a California Distinguished School, and in statewide Academic Performance Index rankings (API), Campolindo has ranked in the top tier of all public high schools in California with an API score of 921 in 2013. (California did not calculate API scores in 2014) Nationally, Campolindo has been recognized by U.S. News & World Report and Newsweek as being one of America's top 100 schools, and Campolindo is fully accredited by the Western Association of Schools and Colleges (WASC). Campolindo has a strong college preparatory and Advanced Placement program; however, the school's wide variety of classes and academic support services ensure that all students, no matter their academic level, receive an excellent education. In recent years, Campolindo has expanded its Science, Technology, Engineering and Math (STEM) offerings to include additional sections of Computer Science and Biotechnology. Faculty members work to ensure that Campolindo's academic programs not only provide core content knowledge, but promote critical thinking, collaboration, and creativity.

Recognizing the importance of educational experiences outside of the classroom, Campolindo provides students with a full array of extra and co-curricular opportunities. By participating in over fifty school clubs, Campolindo students are able to pursue academic, community service, and cultural interests outside of their regularly scheduled classes. Clubs such as Robotics, Model United Nations, and Academic Decathlon have recently won regional, state, and national competitions. Campolindo's student athletes participate in over twenty-two sports and regularly compete for league titles.

All members of the Campolindo faculty are fully credentialed and all core subject teachers are highly qualified under the provisions of No Child Left Behind. Thirty-five faculty members hold masters degrees and one holds a doctorate. Teachers engage in professional development and collaboration on a regular basis during Wednesday morning meetings, release days, and Summer Institute. The focus of this work is the continuous improvement of teaching and learning. Common professional development themes include data-based decision making, 21st century learning, implementation of the Common Core State Standards, and the integration of instructional technology.

Campolindo's success depends on effective collaboration with the parents, and the school is proud of the partnerships it has formed with the parent community. Parent representatives serve on the School Advisory Council and work closely with staff members to help formulate school goals and action plans. They also play an important role during the accreditation process by providing valuable input on the school's effectiveness. The Campolindo High School Parents' Club and the Moraga Education Foundation provide tremendous financial support to the school. Through their fundraising efforts, they strengthen all facets of the school's programs. The Music Boosters and the Athletic Boosters also support their respective programs through volunteer service and fundraising.

The renovated athletic facilities include the Soda Aquatic Center, which features a lighted Olympic-sized pool and two other pools. A state-of-the-art performing arts center showcases the school's highly successful instrumental and choral music programs that have been recently invited to perform in New York, Chicago, Los Angeles, and Rome. The facility also provides a venue for drama and video programs. A new organic garden, a composting program, and a more organized system of recycling have been started this year in conjunction with the Lorax Environmental Club and our Environmental Science classes.

With high levels of student achievement, a safe campus, strong student support systems, extensive use of

technology, a dedicated staff of collaborative educational professionals, and award winning co-curricular and extracurricular programs, Campolindo consistently provides an outstanding education for all of its students. Campolindo is dedicated to continuous improvement and the fulfillment of the school's mission: The Campolindo High School community provides a comprehensive education in a supportive environment to prepare students for success in a global society.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Campolindo ensures that all students access a variety of curricular pathways that meet the graduation requirements of the Acalanes Union High School District as well as ensure college and career readiness. Campolindo's core curriculum addresses the learning standards of the Common Core and teachers consistently review and evaluate the curriculum to support student success.

The English curriculum at Campolindo expands over four years with core classes at each grade level and options in eleventh grade for an honors course and twelfth grade for an Advanced Placement (AP) course. The curriculum includes essential skills in the critical reading of fiction and nonfiction, writing, vocabulary, and speaking and listening. As Campolindo continues the successful transition to the Common Core, the ELA coach and librarian play an integral part in the process. The ELA Common Core coach works collaboratively with the teachers to implement the new standards in the classroom. The librarian works collaboratively with teachers to make sure that students can conduct genuine research and synthesize the results to explain problems and address significant issues while applying those skills to address real-world situations. Critical reading skills are being developed using annotation techniques to help students understand complex texts and develop vocabulary. Students interact with the text by highlighting, note taking and actively engaging in the acquisition of new vocabulary. Writing skills such as literary analysis, research, and synthesis are developed at all grades. All sophomores research and write a paper on a career of their choice. Speaking and listening skills are honed as students prepare and participate in Socratic Seminars where they actively engage in academic discussions with their peers. Students who perform above and below grade level are supported through differentiated instruction. For example, teachers provide different writing and presentation prompts to help students grasp the foundations skills necessary to understand core texts. In addition, teachers encourage and guide students to select independent reading novels at the appropriate level of text complexity. Peer tutoring and writing workshops provide valuable support for struggling students.

Campolindo offers a variety of pathways for students to follow in order to meet math requirements. Campolindo offers sixteen different math courses and counselors and teachers work diligently to ensure proper placement. For freshmen, Campolindo offers two Algebra options, two Geometry options, and one advanced Algebra 2/Trig option. Teachers provide support for struggling students through differentiated instruction and Campolindo provides two math intervention periods: a Geometry parallel class and a release period for a math teacher to provide additional classroom support. This math teacher works extensively with Special Education students.

All Campolindo students complete one year of Life Science and one year of Physical Science for graduation. Biology is the entry level science class and most sophomores choose either Geology or Chemistry. With gateway courses completed, upperclassmen have access to a wide array of science offerings. Student groups manage the organic garden, monitor the school's weather station, and participate in a wide variety of field trips, including trips to research labs, recycling centers, and nature preserves. As the Science Department continues the transition to Common Core and Next Generation Science Standards, there is an investigation of options for integrated science classes; however, for now, the school and district will maintain the traditional science pathways because they provide strong preparation for advanced science classes. Teachers provide struggling students with differentiated instruction, teacher-led tutoring for Biology and Chemistry, and peer tutoring.

Students must take World History, United States History, and a semester each of Government and Economics. Most students choose to take a social studies elective course such as Psychology or Contemporary Issues. As Campolindo transitions to the Common Core, students work closely with the librarian to establish foundational writing and research skills. For struggling students, teachers offer differentiated instructions, tutoring, and peer tutoring.

Campolindo maintains an active College and Career Center (CCC) with an advisor that fosters interest in

post-secondary opportunities by organizing informational events about college, internships, summer employment, and careers. A recent parent meeting about the college application process drew over 200 attendees. During the 2014-2015 school year, the CCC organized field trips to three area universities and one technical college. Campolindo maintains an extensive career technology program with fifteen separate courses affiliated with the county's Regional Occupation Program. In 2014, 97% of the graduates enrolled in college: 78% enrolled in a four-year program and 19% enrolled in community college.

2. Other Curriculum Areas:

Campolindo High School has a robust Visual and Performing Arts Department (VAPA) with twenty-eight distinct course offerings in the fields of instrumental music, vocal music, 2-D art, video production, digital design, theater arts, and furniture design. Over 70% of freshmen enroll in a VAPA course and most pursue advanced VAPA coursework during subsequent years. One of the highlights of the year, is the annual Campolindo musical. This year, over 130 choral, instrumental music, drama, and theater tech students produced *Les Misérables*. Over three-thousand people attended one of the eight sold-out shows.

All Campolindo freshman and sophomores take a year-long Physical Education course. In addition to gaining exposure to a wide range of sports, students learn ballroom dancing and complete a water safety unit. Embedded within the freshman PE course is the state-mandated health unit. The health unit emphasizes positive decision-making skills and it includes sexual health education lessons. Over the past two years, the PE teachers have worked closely with the Common Core ELA coach to help the students develop effective presentation skills for projects associated with the health unit. To help foster health and wellness for juniors and seniors, the PE department recently added a Yoga course.

Campolindo offers four World Languages: French, Spanish, German, and Mandarin. Over 90% of freshmen enroll in a world language course. All world language students are able to pursue advanced levels, including honors and AP. A modern language lab with thirty-eight stations helps students hone their speaking and listening skills. Cultural understanding is a key component of the school's World Language program, and all department members take advantage of the school's Bay Area location by organizing field trips to museums, cultural performances, and ethnic neighborhoods.

The Career Technical Education (CTE) program at Campolindo is rapidly increasing. For example, over the past two years, the school has added three class sections of Computer Science and four class sections of Biotechnology. Other CTE courses include Automotive Technology, Architectural Design, Engineering Drawing, Wood Technology, Advanced Video Production and Sport Medicine. Open to all Campolindo students, CTE courses emphasize a wide array of skills including math, technical writing, critical analysis, problem solving, and hands-on activities. Programs such as Furniture Design and Video Production encourage students to enter outside competitions. Campolindo's cooperative relationship with the county's Regional Occupation Program provides additional resources, oversight, and job placement information. Most CTE courses have no prerequisites and provide an easily accessible career-oriented opportunity for students. Courses such as Furniture Design, Advanced Auto Technology, and AP Computer Science build on the expertise that students acquire in prerequisite courses. By providing a sequence of courses, students have the opportunity to delve deeply into a particular field. For example, students in the Wood Technology course often continue to expand and refine their skills in Furniture Design. The CTE teachers are credentialed and work collaboratively with other educators. They participate in Summer Institute and attend conferences, workshops and webinars. Many of them have affiliations with professional organizations. For example, the Wood Technology and Furniture Design teacher is President of the California Industrial Technology Education Association.

Campolindo offers twenty-two separate Advanced Placement courses that span the school's academic departments. Several of the courses, such as AP Psychology and AP Environmental Science, have few prerequisites, making them accessible to a variety of students. Teachers prepare for AP classes by attending College Board seminars, the school district's Summer Institute, and a variety of local and regional conferences. All AP courses have been approved by the College Board through the audit process. The number of students taking AP exams has increased over the past five years. In 2014, 470 students took 946 AP exams. Even with the growing number of students taking AP exams, the exam pass rate remains high:

91% in 2014. The AP Equity statistics reflect the percentage of students within a graduating class that took and passed at least one AP exam at some point in their high school career. For the class of 2014, the AP Equity percentage was 71%.

3. Instructional Methods and Interventions:

As Campolindo transitions to the Common Core, the school's two curriculum coaches play an important role in helping implement new instructional strategies and there is a greater emphasis of critical thinking, communication, collaboration, and creativity. Teachers are strengthening instructional practices by implementing more project-based lessons, collaborative assignments, and interdisciplinary curriculum. For example, history teachers and English teachers have "threaded" certain components of their curriculum to engage the students with interdisciplinary assignments. Science and math teachers are implementing more collaborative projects that require strong writing and presentation skills.

Teachers and students utilize instructional technology across all disciplines. With the integration of Google Apps for Education (GAFE), all students are able to use their GAFE accounts both at school and home. Math teachers worked collaboratively across the district to develop a Google website with resources for Algebra, Geometry, and Algebra 2 teachers. Science, social studies and English teachers are working collaboratively to have freshmen create and maintain cross-curricular electronic portfolios. Campolindo students have access to seven stand-alone computer labs and 273 mobile devices. Currently, Campolindo is piloting a 1:1 program with iPads and Chromebooks.

The most common academic interventions at Campolindo are Tier 1 interventions that occur within the general education classrooms. Through differentiated instruction, a wide array of curriculum resources, and various assessment strategies, teachers work to meet student needs. The school also has a structured intervention period on Wednesdays. The twenty-one minute Campolindo Reading Period allows students to get extra help from instructors and peer tutors.

To support students struggling with Algebra 1, Campolindo offers an Algebra A/B sequence: an extension of the Algebra 1 curriculum over two years. The school also offers Math Lab: a parallel Geometry class. In the Algebra A/B and Math Lab courses, enrollment is held at twenty. A math teacher also has a daily release period to provide additional support. This teacher provides in-class support to colleagues and also pulls out select students for small group tutorials.

As part of the academic support system, Campolindo provides an extensive tutoring program. Teacher-led tutoring sessions are offered in math, English, and science. Students are referred by teachers, counselors, and administrators. These referrals are frequently initiated through the Student Success Team (SST) process. Peer tutoring is offered Monday through Thursday during lunch and after school. Trained peer tutors work with students who come for help on a drop-in basis or through pre-planned attendance.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Campolindo administers the California High School Exit Exam (CAHSEE) to all sophomores each February. The exam consists of an English Language Arts section and a Math section. The data presented in the application tables represents disaggregated CAHSEE data from 2010-2014. Campolindo tested 99% of sophomores over the past five years.

Student performance on the ELA portion of the exam has remained relatively consistent over the past five years with an average of 92% of the students testing Proficient and Above, and an average of 76% of the students testing Advanced. In 2013, Special Education students represented a formal subgroup, and in that year, 57% of this subgroup tested Proficient and Above. To raise ELA performance for all students, Campolindo emphasizes an interdisciplinary approach to developing ELA skills. The ELA curriculum coach has helped teachers, especially Special Education teachers, develop effective lessons on critical reading and expository writing.

Over the past five years, an average of 90% of Campolindo students tested Proficient or Advanced on the math portion of the CAHSEE, with an average of 54% testing in the Advanced range. The percentage of Asian Americans testing in the Advanced range over the past five years is 79%, while 51% of white students tested in the Advanced range. In 2013, Special Education students represented a formal subgroup and in that year, 58% tested Proficient and Above. To close this achievement gap and raise math performance for all students, Campolindo added a Math Curriculum Coach, two math support classes, and additional hours of math tutoring. The Math Department annually reviews the math subscores on the CAHSEE to see which sections of the test are most difficult. Analysis shows that the Algebra 1 questions have been difficult, so this is where the school has targeted support.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

During fall professional development days, departments receive standardized testing data from the previous year, and they use this data to identify strengths and areas for growth. Departments review data from the California Standards Tests, the California High School Exit Exam, Advanced Placement exams, the California State University Early Assessment Program, the SAT and the ACT. Using the district's online data management system, Illuminate, teachers and administrators are able to generate disaggregated data reports that help them identify key areas for analysis. Next fall, Campolindo will be able to analyze assessment data mapped to the Common Core standards.

Subject-level teams in the core academic departments utilize common assessments. For example, the Algebra 1, Geometry, Algebra 2, Biology, and Chemistry teams utilize common finals, and they analyze the results during their Wednesday collaboration meetings. The English teams assign common essays, as do the World History, United States History, and Government teams. The English and history teams take an annual release day to norm and collaboratively assess essays.

To help with the school's transition to the Common Core, Campolindo administers a Common Core diagnostic assessment to freshmen and sophomores in the spring. The diagnostic includes ELA and math sections, and the results are scanned into the Illuminate system for departmental analysis.

Departments review grade distribution data each semester. The administration generates grade reports and subject-level teams utilize these reports as one tool to help ensure consistent levels of rigor. With the 2012 adoption of School Loop, the school's online gradebook and communication system, students and parents are able to closely monitor academic progress.

Part VI School Support

1. School Climate/Culture

To engage and motivate students, Campolindo maintains open access to a broad array of elective courses. With the ability to choose from twenty-two AP courses, twenty-eight visual and performing arts courses, thirteen career technology courses, and a wide array of other electives, Campolindo students find courses to fuel their academic passions. As Campolindo students develop skills and passions in fields covered in AP courses, STEM courses, and other electives, they pursue their interests outside of the classroom. Recent growth in extra-curricular clubs such as the Robotics Club, Auto Club, Science Club, Environmental Club, and Academic Decathlon stems from engaging experiences in the classroom.

Counselors meet with each incoming freshman family to collaboratively develop a four-year plan leading to college and career readiness. The Campolindo Student Leadership Program presents an extensive freshmen orientation program in August that includes team building activities, tours, information about extracurricular activities, a message from the Principal, and extensive time for questions.

An Intervention Specialist Counselor provides support for students who are struggling with social or emotional issues. A school psychologist provides additional support, especially for students in Special Education. Four guidance counselors provide personalized attention for all students, but there is a special focus on those who are struggling academically. For struggling students, a Student Success Team (SST) meets to develop an academic intervention plan.

Data from the California Healthy Kids Survey, helps Campolindo assess the campus climate. In 2014, over 90% of respondents reported feeling “very safe” at campus and over 70% reported the highest level of “connectedness” with the school. Campolindo’s administration and staff are working with students and parents to raise these percentages even higher.

Campolindo’s engaging and supportive environment extends to the faculty. Through the school’s Instructional Council, School Advisory Council, and other committees, staff exercise key leadership responsibilities. To continuously develop and hone their craft, Campolindo teachers attend a wide range of professional development opportunities. For example, during the 2014-2015 school year, the entire Science Department attended the National Science Teacher Association’s conference and four AP teachers will attend summer conferences. Staff meetings begin with “Celebrations” so staff members can honor each other. The staff Sunshine Committee provides a themed brunch once a quarter and the Campolindo Parents’ Club provides three teacher-appreciation luncheons each year. Faculty members are further honored through the Educator of the Year program.

2. Engaging Families and Community

Effective communication is essential as Campolindo works with stakeholders to foster student success. In 2012, Campolindo adopted School Loop as its primary communication tool. Ninety-nine percent of the school’s students and families are registered with this online tool and can access assignment calendars and gradebook information. Via the school’s online PASS system, families can access course registration and transcript information. The school’s webmaster maintains an extensive website with information about the school’s academic programs, support services, and extra and co-curricular programs. The school also communicates with stakeholders via the Daily eBulletin and a bi-weekly parent newsletter.

Counselors partner with parents to foster student success. The College and Career Center advisor holds parent information sessions and meets with individual families. The guidance counselors run Student Success Team meetings to develop academic interventions for struggling students and the Intervention Specialist meets with the parents of students who are struggling with social and emotional issues.

To address the needs of incoming freshmen, Campolindo holds two Eighth Grade Parent Nights. These informational events allow incoming students and their families to learn about Campolindo’s academics,

extra and co-curricular activities, and support services.

In partnership with the Campolindo Parent's Club, the school hosts an annual "Healthy Choices" evening presentation. Recent guest speakers have addressed prescription drug abuse, cyber-safety, and safe driving. The Campolindo "Insiders' Guide" is held four times a year. During these meetings, the administration and counselors address a variety of topics including the school's performance data, the college application process, and the transition to the Common Core.

Parents serve on the School Advisory Council and play critical roles in the development of the school's Single Plan for Student Achievement. The 2014 update to this plan includes goals related to the Common Core, campus climate, and college and career readiness. The council is currently investigating strategies to address high levels of academic stress. One strategy to address academic stress is a partnership with Challenge Success: a research-based organization at Stanford University that helps schools reduce unhealthy academic stress among students.

Parent support groups donate thousands of hours of time and raise approximately \$700,000 annually to support school programs. Notable among these groups are the Campolindo Parents' Club, the Moraga Education Foundation, Instrumental Music Boosters, and Athletic Boosters. Community groups including Kiwanis, Rotary, and Lions, provide the school with services, awards, and scholarships.

3. Professional Development

Collaboration lies at the core of the professional development model for Campolindo. Subject-level teams meet three times a month to develop curriculum, review common assessments, and hone their craft. All subject-level teams implement a common assessment or common project each semester. Even when covering the same skills, using the same assessments, and pursuing common goals, teachers find that autonomy still exists; instructors draw on their own personal strengths using their own individualized approaches. To help foster effective collaboration, the subject-level teams utilize a "collaboration log": a graphic organizer that helps teams keep track of findings, decisions and next steps. After collaboration meetings, a team member files the collaboration log in a shared Google folder for future reference. Campolindo's collaborative model has served to provide excellent support for new teachers.

Data-based decision making is essential to Campolindo's collaboration model. Subject-level teams base curricular decisions on student performance data from a variety of sources, including the California Standards Tests, the California High School Exit Exam, and the annual Common Core diagnostic assessment. Subject-level teams also utilize their own common assessments. For example, the World History team implements two common document-based essays each year that are graded collaboratively. The Biology team analyzes results from common labs and Algebra and Geometry teachers utilize district common assessments.

Members of Campolindo's Professional Development Committee survey teachers to identify key topics for professional development. In addition, they administer an evaluation survey at the end of each professional development day. There are three site professional development days per year; in addition, teachers may choose to attend the three-day paid Summer Institute with district colleagues. Over the past three years, Campolindo's professional development plan has focused on instructional technology and the transition to the Common Core. During the site professional development day in March, core academic departments and the Special Education department engaged in vertical articulation with Campolindo's partner middle school. Faculty members also have the opportunity to attend conferences and seminars. During the 2014-2015 school year, faculty attended conferences sponsored by the National Science Teachers Association, the California Math Council, the Silicon Valley Math Initiative, the Contra Costa Office of Education, and the College Board.

4. School Leadership

The Principal and the two Associate Principals comprise the site management team for Campolindo High School and the school maintains a strong tradition of collaborative decision making with all stakeholders. The Campolindo Instructional Council is comprised of department chairs, the instructional technology coordinator, two curriculum coaches, a student government representative, and administrators. This leadership team meets once a month to address issues related to student learning and to facilitate open communication with faculty and staff. Instructional Council also assists with resource allocation and school-wide initiatives. Over the past year, Instructional Council has updated the school's accreditation plan, coordinated professional development, and revised the school's testing calendar. This leadership group is currently investigating strategies to reduce academic stress among Campolindo students. Following each Instructional Council meeting, department chairs report back to colleagues and solicit feedback.

The School Advisory Council (SAC) is comprised of teachers, parents, classified staff, students, and administrators. This committee develops and monitors the school's Single Plan for Student Achievement. Using student performance data, survey data, and feedback from stakeholder groups, SAC helps develop site goals. The 2014 goals include the following: an effective transition to the Common Core, a reduction in the percentage of students earning semester Ds and Fs, and a more inclusive and positive campus climate. Recent analysis of grade and testing data by SAC led to the implementation of an expanded after-school tutoring program.

The Associated Student Body's Leadership Program also plays an active role at Campolindo. ASB leaders regularly meet with site administration to coordinate campus events and initiatives. Recent initiatives have focused on building an inclusive campus culture, and the latest ASB assembly focused on positive decision making.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>California High School Exit Exam</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>California Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES*					
Proficient and above	93	90	90	90	90
Advanced	55	56	44	57	56
Number of students tested	311	302	303	345	355
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above		58			
Advanced		16			
Number of students tested		38			
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	100	95	94	93	91
Advanced	79	84	72	77	68
Number of students tested	39	43	46	44	45

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	93	90	89	90	90
Advanced	51	53	38	54	55
Number of students tested	217	210	202	246	244
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: 2012-2013 was the only year students receiving Special Education qualified as a valid subgroup representing at least 10% of the total school enrollment.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>California High School Exit Exam</u>
All Students Tested/Grade: <u>10</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>California Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES*					
Proficient and above	92	91	91	92	93
Advanced	77	77	71	77	77
Number of students tested	311	301	303	344	353
Percent of total students tested	100	99	99	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above		57			
Advanced		32			
Number of students tested		37			
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above	92	95	96	95	91
Advanced	84	84	83	86	77
Number of students tested	39	43	46	43	45
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	93	91	91	91	94
Advanced	78	76	69	75	79
Number of students tested	217	209	202	246	243
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: 2012-2013 was the only year students receiving Special Education qualified as a valid subgroup representing at least 10% of the total school enrollment.