

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Mrs. Gloria Ong

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

Official School Name California Crosspoint High School

(As it should appear in the official records)

School Mailing Address 25500 Industrial Boulevard

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

City Hayward State CA Zip Code+4 (9 digits total) 94545-2352

County Alameda

Telephone (510) 995-5333 Fax (510) 995-5335

Web site/URL http://www.cchsrams.org E-mail info@cchsrams.org

Twitter Handle _____ 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, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Robin Hom E-mail RobinHom@CCHSrams.org

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

District Name California Crosspoint High School Tel. (510) 995-5333

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Dr. Stanley Siu

(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, to the best of my knowledge, that it is accurate.

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

Part I – Eligibility Certification

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 public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) 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 2010 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: 2011, 2012, 2013, 2014, or 2015.
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

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

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

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- 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. Number of students as of October 1, 2015 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	21	17	38
10	37	24	61
11	19	21	40
12 or higher	23	36	59
Total Students	100	98	198

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 86 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 3 % White
 - 7 % 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.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 3%

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, 2014 until the end of the 2014-2015 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1, 2014	202
(5) Total transferred students in row (3) divided by total students in row (4)	0.030
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 17 %
34 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Cantonese, Mandarin, Spanish, Vietnamese, Taiwanese, Tagalog, Indonesian

7. Students eligible for free/reduced-priced meals: 5 %
Total number students who qualify: 10

8. Students receiving special education services: 5 %
9 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 conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>6</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>0</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</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 |

9. Number of years the principal has been in her/his position at this school: 11
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	8
Classroom teachers	26
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	0
Paraprofessionals	0
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 8:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	99%	99%	99%	99%	99%
High school graduation rate	100%	100%	100%	100%	100%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	47
Enrolled in a 4-year college or university	84%
Enrolled in a community college	16%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
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. In a couple of sentences, provide the school’s mission or vision statement.

The mission of the school is summed up in its motto, “Transforming lives for the glory of God.” California Crosspoint High School wants students to become not just “smarter” or “better,” but different. Transformation means a complete change of character from the inside out, and the school believes this takes place when there is a change in a person’s nature and character. That is why the school emphasizes spiritual development and maturity, which leads to a change in character which ultimately will lead to academic, personal, and professional success. The high percentage of California Crosspoint High School students who become successful, influential, and contributing members of society is evidence that the school is accomplishing its vision of producing leaders who will impact the world for good.

PART III – SUMMARY

California Crosspoint High School opened in 1979 as a K-12 under the name, Chinese Christian Schools. With 13 students that first day in two rented apartments in central Oakland, California, the small and young staff used their cars as the “transportation system,” a microwave and Cup-a-Noodles as the “hot lunch program,” apartment bedrooms and living rooms as “classrooms,” and the driveway and front sidewalk as the “playground.” Not surprisingly, the undistinguished, under-resourced school had a student body consisting mainly of undistinguished, under-resourced students. However, the founders dreamed of creating a premier educational institution that would someday impact the world.

- 54% of graduates are CIF Scholar Athletes, earning a 3.5 GPA while playing varsity sports
- The 2015 Washington Post ranking of “America’s Most Challenging High Schools” lists CCHS as # 186 in the nation, and #18 in California, both in the top 0.5% of public & private high schools
- The school has received commendations from the City of San Leandro, City of Alameda, and Chinese Embassy in San Francisco

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The California Crosspoint High School curriculum is designed to be rigorous, comprehensive, college preparatory, and holistic. It promotes the development of critical thinking along with deepening content knowledge through the acquisition of general academic language, academic content language, and strengthening academic perseverance. Relevance is promoted through implementation of project-based learning. ELL students are supported by helping them construct meaning by scaffolding their oral and written language development.

English/Language Arts: Students study seven genres of writing (narrative, descriptive, expository, research, persuasive, informative, and creative) and do literary analysis from four to six whole works each year. There are also vocabulary and grammar exercises to build a strong foundation in these essential areas. Reading comprehension using the thinking strategies developed by Columbia Teacher's College and the Public Education Business Coalition is emphasized. Student writing is assessed using a customized 6+1 rubric with associated anchor papers, and public speaking and drama are introduced as well.

The reading program was designed to provide comprehensive exposure to all genres of literature but also to provide whole literary works so students will have extensive background knowledge, develop stamina in reading, and learn to delve deeply into an author's mind and intent using the thinking strategies. Ninth graders take English Grammar and Composition, tenth graders generally take World Literature, eleventh graders American Literature, and twelfth graders European Literature. Each student is required to take one semester of Advanced Composition and Literature, a class that focuses on expository writing, rhetorical reasoning, and critical thinking. Advanced students can take AP English Language or AP English Literature instead.

History: The history course sequence starts with World History although AP European History is an option. Students then take U.S. History or AP U.S. History, followed by U.S. Government or AP US Government and Politics, then Economics or AP Micro or Macro Economics. The curriculum emphasizes reading and researching primary source materials, and students work on numerous projects culminating in the annual History Day competition. CCHS teams regularly advance to the County and State level competitions, and a few years ago a team advanced to the National History Day competition in Washington, DC.

The History department works closely with several school clubs and organizations to foster student involvement in civic affairs, understanding of current events, or to promote understanding of other cultures. As a school with a large international student population and several international programs, there are often lively discussions, unique events, and interesting visitors our students interact with to learn and understand various world perspectives.

Mathematics: The high school math sequence starts at Algebra I although most students are taking Geometry by 9th grade. The course sequence moves to Algebra II or IIB, Pre-Calculus or Honors Pre-Calculus, AP Calculus AB, then AP Calculus BC. The pedagogy used instills the value of logic, procedural fluency, and critical thinking and reasoning. Textbooks and curriculum from authors, such as Larsen (for Algebra I and Geometry) and Stewart (for Calculus), use a balance of examples, skill building exercises, and explanation to help students gain an overall appreciation for mathematics. Students are required not only to complete problems, but also to explain their own reasoning, quantitatively and qualitatively, to others, while also being able to critique the reasoning of others. As they continue through the math program, students are expected to understand and apply mathematical principles and reasoning not only in their math class, but also in other subjects in their high school career.

California Crosspoint High School participates in monthly "Mathlete" competitions against other local high schools and in the ACSI Math League. CCHS has swept the Regional Math League Championships for several years running and has won several national championships and awards as well. Students in the Math Club provide free peer homework help and tutoring. There is also a formal after school tutorial program for

students who want to get help from a math teacher.

Science: The science course of study requires students to take one year of a biological science and one year of a physical science. Students start with general science and move to Physics, AP Physics 1 and 2, or Biology. They then take Chemistry or AP Chemistry and finish by taking AP Psychology, AP Biology, or AP Physics C, depending on how the student did in previous classes. Department heads regularly meet to design cross-curricular projects to support the other content areas.

The high school renovated and moved into a former biomedical research facility two years ago, so students are blessed to have industry-level science labs. There is also a high-tech medical device start-up company in the same building that provides internships and research opportunities for students. The Robotics team and the Science Bowl teams are two of the more popular annual competitions and there are a variety of practical science opportunities such as SEEDS internships and Science Fairs.

College and Career Readiness: All CCHS courses are approved by the University of California to satisfy the college preparatory class requirements for four-year universities. Course offerings and sequences are designed so students can attain AP level before graduation, but all the vertical academic and socio-emotional supports are in place to assist students at all levels of achievement. Department chairs regularly obtain feedback from alumni to ascertain whether graduates are prepared for the rigors of studying at our nation's top universities, particularly in the areas of analysis, synthesis, and navigation of informational text.

2. Other Curriculum Areas:

California Crosspoint High School is in compliance with the Blue Ribbon Schools' foreign language requirement. The CCHS Mandarin program is one of the oldest and largest in the country. Every non-native speaking student takes Mandarin as a foreign language for at least one year and most students take Mandarin for at least three credit years. The AP Mandarin class has a perfect 100% pass rate on the AP Chinese exam. Those students who do not take Mandarin for a minimum of three years may take Spanish as a foreign language. All students are required to take three years of Mandarin or Spanish as part of the college-preparatory course of study.

The Mandarin curriculum is designed to fulfill the foreign language standards by teaching in three modes (interpersonal, interpretive, and presentational) to develop four skills (listening, speaking, reading, and writing) in five communication contexts (communication, connection, comparison, culture, and community). An honors track is provided for students with advanced Mandarin proficiency so they take the AP Chinese test in the 10th grade.

To enhance learning, authentic language instruction is emphasized. With a large population of Chinese international students, this is easily arranged through a program called "take a leap." Beginning Mandarin students are assigned a Chinese international student with whom to practice their Mandarin conversation skills. In turn, the international student is practicing English conversational skills. It is a win-win situation as both students benefit and it helps bridge the cultural divide between overseas-born and American-born students.

Each student must take a visual and performing art class such as Music, Art, or Drama. These classes are academic and college-preparatory, involving performance, theory, genres, history, and appreciation. Students perform regularly before their peers, in school community functions and assemblies, and in various competitions. The Music and Drama groups travelled to China in Spring, 2015, to perform at schools in four different cities.

Physical education is required each semester unless a student is involved in an interscholastic sport, in which case team participation takes PE's place. The PE program is designed to teach an appreciation for sports, teamwork, fitness, and sportsmanship. Students learn the fundamentals of various sports and learn proper technique, basic strategy, common terms, and safe practices.

Computer programming is offered as an academic class and as an elective. AP Computer Science is the academic class and the elective classes range from Robotics, computer graphics, computer applications, web page design and html programming. In surveying our students, we found that they were already proficient in productivity software (word processing, databases, presentation, spreadsheet) so our classes needed to focus on programming, coding, or more advanced programs and applications.

Finally, all students take a Bible class that is focused on practical living from a Biblical Christian worldview. While basic Evangelical Christian doctrines and principles are taught, greater emphasis is placed on developing one's character and spiritual maturity, and considering how one's faith and beliefs should play out in one's decisions and daily life. It is understood that about 75% of students do not come from Christian homes or backgrounds so respect for all students and their beliefs and faith traditions is an important aspect of what is taught and practiced.

Although not a separate curricular area, the high school does have a large contingent of international students (30%) and their particular needs as English learners plays a large part in our curriculum planning and academic program design. International students are initially required to attend after school tutoring 4 days a week where they are given assistance in their core subjects by a bilingual teaching assistant.

In class, students learn how to annotate a text, create their own questions, cite evidence, practice rereading for clarity, and recognize text features that can help comprehension. Quick reads help students gain fluency and improved oral production. They are also given practice scaffolds (sentence frames or starters) until they can develop their own sentence patterns for speaking and writing.

3. Instructional Methods and Interventions:

Curriculum guides and content units provide the essential questions and main objectives for each course. Students are given clear lesson objectives and have required notebooks and advance organizers. The use of collaborative teams and the development of common language among the faculty make professional sharing easier and more collegial to insure that learning experiences build on one another and support each other. For instance, there are anchor papers that have been developed and standard writing rubrics that have been used so students, regardless of the subject matter, are assessed the same way on their writing.

One of California Crosspoint High School's core values is to welcome all students who can benefit from their academic program, and that plays out in having an inclusive admissions policy. Therefore, a wide range of students are admitted to the school in terms of their background academically, socially, emotionally, spiritually, ethnically, and economically. In order to become a school where over 94% score above the 50th percentile, CCHS' teachers had to learn to differentiate instruction and practice academic assimilation: bringing a low-achieving student smoothly and seamlessly into a high-achieving environment.

To do this first requires a philosophical understanding by the school staff that all students can achieve. This forms the basis of becoming a "no excuses school," where the instructional staff take responsibility and accept accountability for each student's achievement. When there is a fervent belief that all students can achieve, then student success becomes a matter of "how" to do it, not "whether" it can be done. Teachers thus ask for and want training in a variety of methods to differentiate instruction so every student can achieve. Therefore, you will see instruction that is multi-sensory and multi-modal, with assessment that is ongoing and conducted in a variety of formats. Examples of macro differentiation are the sheltered history and science classes that provide college-preparatory instruction for our international students with low English proficiency. By providing these classes along with ESL, extra tutoring, and the opportunity to be re-taught difficult topics in their native language, CCHS allows students with limited English proficiency to continue progressing in other subject areas while they learn English.

An example of technology use is the school received grant money to purchase iPods so ELL students can do quickreads and have their voices recorded when a teacher is not available to listen to them. The student thus creates a digital portfolio of their reading and the teacher can assess progress at that point and over a period of time. Through another grant, the school purchased Chromebooks so students without technology could

access our online library, e-books, and research databases. Finally, this year the school started implementing Schoology, a learning management system that serves as an in-school social media communications platform and can host digitized lessons to allow for flipped classrooms, blended instruction, and distance learning.

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

California Crosspoint High School derives assessment data from numerous sources and in a variety of forms. Every 10th and 11th grader takes the PSAT, and most students take the SAT and/or ACT. Every student takes the University of California Math Diagnostic Testing Program criterion referenced test at the beginning and the end of the school year to assess math readiness and progress using mastery level standards established by the University of California. An area of emphasis in recent years is writing across the curriculum, so students write essays in every subject area. Therefore, every teacher has been trained in the 6+1 writing rubric, so the instruction and assessment in writing is consistent throughout the school. The LAS LINKS test, the private school equivalent of the California CELDT test, is used to determine an international student's lexile range in English proficiency.

As a high performing school, we maintain high levels of achievement by insuring that teachers engage in best practices in the classroom, and that the learning atmosphere is one of high expectations with high support. One of the "mantras" at California Crosspoint High School is that assessment informs instruction. Therefore, constant, ongoing formative assessment is required to check for understanding and to inform instruction before a summative evaluation is used for purposes of issuing a grade. Teachers regularly give pre-tests to determine what students know and don't know and modify their lessons accordingly. Another common technique is a daily mini-quiz to check for understanding or a quick write at the end of class so students can reflect on what they have learned, what questions they have, and what they don't understand.

School administration and department heads constantly review all standardized test scores, looking for areas of systemic weakness, particular problem areas, longitudinal patterns, or areas of improvement. Having an extensive array of student data means very few decisions are made without consultation and support from student assessment data. The in-service and professional development budget, approvals for teacher's conferences, purchases of textbooks, authorizations for field trips, and priorities for equipment expenditures all have to have a basis from student data.

Standardized test scores are published throughout the school community and widely distributed in school promotional materials. Before individual results are returned to students, the college counseling office instructs students on how to interpret results and how to leverage the information and resources to improve future performance. A similar seminar is held for parents and the community generally on practical measures to improve college preparation and readiness, including the entire admissions process.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The school culture at California Crosspoint High School is one of very high expectations, but also of high support. High expectations are the norm when you have a 37-year history of every graduate going on to college except for the 0.3% entering the military. Over 85% of students take an honors or AP class, over 80% will graduate as AP Scholars, and over 50% are recognized as CIF Scholar Athletes. When historically 99.9% of students graduate, the phrase “all students can achieve” has real meaning to both the student and the teacher, and both are held accountable if a student is not succeeding. However, achievement is also defined in terms of personal progress and development both academically and in character. The EL student is not expected to be at the same proficiency level as the AP English student, but both are expected to work just as hard and diligently, and academic progress and achievement at both levels are celebrated just as much.

High support comes from an Asian-based culture that emphasizes group belonging and group accomplishment over individual accomplishment. Students compete with, not against, each other, and the real challenge is not the student in the seat next to you, but the academic rigor of the course material. Students know that their fellow students and their teachers are their greatest resource to meet this challenge, and students rely on and help each other, with the support of their teacher, to accomplish amazing things. Although there is no formal honor code, students hold each other accountable for their growth and conduct on and off campus. There hasn't been a fight on campus in years because other students intervene before it ever gets to that level. A student who swears or steals is more apt to be corrected by his peers before it is ever becomes a school disciplinary issue.

The most common observation made by students as they enter and exit the school is that people here really care for one another. Teachers consistently model love, care, and concern for one another because those traits are primary in every hiring decision. Teachers and students are grouped into weekly small groups and well as “houses” to form natural communities that span grade level, culture, cliques, or social standing. Students and parents know that they can call or e-mail any staff member and receive a reply within 24 hours, and generally within a few hours.

When students are given high expectations and the means and support to reach them, they are confident and yet humble about their accomplishments. When teachers are supported by administration so they can make a difference daily in the lives of their students, they sense they are valued and recognized as true change agents in the lives of their students. It is no wonder that the re-enrollment rate in the school is close to 100% and staff retention is over 90% each year, despite the heavy workload and financial sacrifice that is required from all parties.

2. Engaging Families and Community:

Education is a partnership involving the student, the school, and the home. Therefore, keeping a student's family informed and involved in all aspects of the learning process is critical to success. California Crosspoint High School puts a premium on communication, providing multiple venues to provide information: school, activity, and class web sites, PowerSchool, Naviance, e-mail lists, newsletters, mandatory parent-teacher conferences, and more. Parents are involved in all key decisions, such as class registration, the development of college preparatory course plans, student discipline, etc. Parent notification and parent meetings are an understood part of our school culture, even with international students and their families back in their home country. Finally, parent involvement is encouraged by having an “open door” policy to parent visits. Parents are invited to school activities and assemblies, they accompany classes on field trips and multiple day excursions, and they are present on campus volunteering. Having parents present reinforces the importance of education and demonstrates that it is a partnership that involves the community.

The school interacts with the community through membership in local Chambers of Commerce and participation in civic events. Local business people make presentations during career days, provide opportunities for community service, serve as destinations for field trips, and work with the school on events such as Streetfests, cultural celebrations, and holiday events. The community is also invited to any parent workshop the school offers, even if they don't have children in the school.

To illustrate that community involvement involves giving, not just receiving, students are involved in numerous community service activities throughout the year. Some of these activities are planned by the school, but most are done by the students themselves with encouragement and support from the school. Planned activities include helping in local cleanup efforts, volunteering in food drives, helping in women's shelters, recycling, visiting senior care facilities, taking students with disabilities fishing, and assisting the local food bank.

These activities not only help the local community, they help strengthen the school community and the various student teams that work together serving. The strong reputation the school has developed makes it easier to gain internships, mentorships, and short-term job placements. The community in turn is more willing to support the school's sports teams and various fund raisers because they know the students and the school they represent. It is a great testimony to mutual cooperation when a school engages in and enjoys its part in the community, and the community feels likewise.

3. Professional Development:

Ongoing Professional Development is a core value of California Crosspoint High School because the school believes that students will never progress any farther than their teachers can bring them. Thus, a more highly qualified and effective staff is critical if you want to see students achieve more. The school thus has three weeks of pre-service training, three weeks of post-service training, and one week of in-service training every year. Every new teacher to the school goes through an internal training program covering basic teaching philosophy and methodology to insure there is common language, common values, common understanding, and common best practices among the teaching staff. The training is also coordinated with the University of the Pacific so graduate units may be earned in the process.

The district administration decides, based on standardized test scores and other indicators, along with staff surveys, what school-wide training and emphasis is needed. For example, an increasing number of English Language Learners has necessitated training on working with ELL students, differentiated instruction, and strengthening literacy. When a new way for students to satisfy their college admissions English requirement, the English Reading and Writing Course, was created by the University of California, the school sent 25% of its teachers to become certified to teach it.

The Principal and vice-principals generally focus on professional development issues related more to their particular situation, such as classroom management, customer service, or software implementation. Teachers and content subject heads request specific professional development such as conferences (e.g. Bay Area Math Project, National Council of Teachers of Math, etc.) or training from specific experts (e.g. AP conferences, visits to Chabot Science Center, etc). Finally, teachers themselves apply for in-house professional development grants with funds provided by the school. The school also helps teachers write and apply for grants they are interested in pursuing.

Regardless of the training received, there is a requirement that participants bring the training back and share it with the rest of the staff so all can benefit. This insures that best practices are shared and scarce training dollars are stretched as far as they can go. The mix of general and specific ongoing training opportunities insures that teachers improve their general skills as well as their specialized skills. The fact that training is scheduled based on student assessment and that what is learned is reported back to the rest of the staff makes sure that the training specifically addresses areas that impact student learning.

4. School Leadership:

The California Crosspoint High Schools' leadership philosophy is based on a core value of servant leadership. The role of the leader is to serve those under his or her charge and responsibility. Therefore, administrators are measured on how effectively they equip and empower teachers, and teachers are evaluated on how well they help and support student success. Another core value is collaboration and teamwork, with an understanding that the whole is greater than the sum of the parts. The administrative staff was formed and operates as a team, where traditional "roles" are not as important as knowing individual strengths and abilities and allowing a person to serve where he or she can be most effective. Similarly, subject area teachers also play off of each other's strengths in order to be more effective as a department. Team teaching and teaching combinations are thus a common occurrence to place people in the best position to teach and learn.

The role of the principal is to serve as the educational and operational leader of the school. The principal receives help from an executive support staff which takes care of finances, budget, facilities, equipment, human resources, and other support issues so the principal can focus on academic and program related issues. As stated above, responsibilities are shared but in general the principal focuses on educational leadership and the vice-principals take care of operations and administrative leadership. The core leadership team brings over 115 combined years of service together in the same school, and the "newest" administrator has been in that role for 15 years. This unity and stability in leadership philosophy, goals, and methods obviously brings great harmony and focus to the school's efforts.

In conjunction with servant leadership, another core value of the school is to do what is best for the students. When decisions or policies are discussed, that is always one of the first questions that is asked. That is why when there was a large donation of computers, it was the student computers in the classroom and the computer lab that were replaced, not the staff computers, because that was where they were needed most to help students. Policies regarding school schedule, field trips, and curriculum are designed and decided to best affect student performance, not further organizational convenience. Differentiated instruction, realistic assessment, team teaching, and ability tracking are not done because they are easy, but because they set up students to advance to the best of their abilities. Because the interests of students are consistently placed first, the administration has a great deal of trust and credibility within the school community. This is sometimes needed when unpopular decisions or measures are required. The CCHS administration has appreciated the unwavering support of its staff and the school community throughout its history.

PART VI * INDICATORS OF ACADEMIC SUCESS

University of Pennsylvania psychologist and researcher Angela Duckworth's now famous TED talk describes "grit" as the one characteristic that emerges as a significant predictor of success: not social intelligence, good looks, physical health, or IQ. The students who attend California Crosspoint High School do not always possess the highest IQ's or the greatest amounts of skill and talent, but as a whole they are extremely "gritty" and that is probably the best explanation for the school's success, despite not having the socio-economic, academic, or monetary advantages that characterize many elite schools.

PART VII - NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): Christian

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes No

3. What is the educational cost per student? \$20000
(School budget divided by enrollment)

4. What is the average financial aid per student? \$3000

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 13%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 25%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>SAT Reasoning</u>
Grade: <u>12</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>College Board</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Jan
SCHOOL SCORES	
Average Score	687
Number of students tested	44
Percent of total students tested	94
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>SAT Reasoning</u>
Grade: <u>12</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>College Board</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Jan
SCHOOL SCORES	
Average Score	588
Number of students tested	44
Percent of total students tested	94
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: