



California Department of Education
2015 California Gold Ribbon Schools Program
Middle and High School Application: Part A



Exemplary Education Programs ~ [Optional—additional application(s) required.]

Arts Education Yes; Career Technical Education Yes; Physical Activity & Nutrition Yes

37-68130-3731262-0893
 County-District-School (CDS) Code – 14 Digits

San Diego County
 County Name

Grossmont Union High School District
 District Name

Steele Canyon High School
 School Name (If your school is selected for honors, this school name will be engraved on the award plaque.)

12440 Campo Road
 Mailing Address

Spring Valley, CA 91978
 City and Zip Code

619-660-3500
 Area Code and Phone Number Ext.

619-660-7198
 Area Code and Fax Number

dhohimer@schscougars.org
 Principal's E-mail Address

FOR INFORMATION ONLY. No signature or approval is required from the district or county offices.

Don Hohimer
 District Superintendent's Name

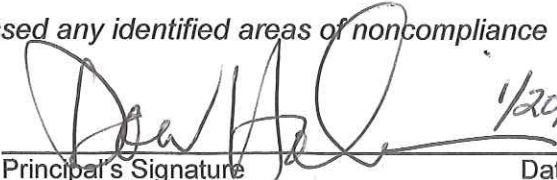
dhohimer@schscougars.org
 District Superintendent's e-mail



I certify that I have reviewed the information contained in this application and, to the best of my knowledge, it is complete and accurate. I further certify that:

- The Office for Civil Rights does not have any outstanding findings of civil rights statute violations by the school or district that may affect the school;
- There are no pending lawsuits by the Department of Justice against the district alleging that the school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses; and
- The school or district is addressing or has addressed any identified areas of noncompliance under federal or state laws and regulations.

Don Hohimer
 Principal's Name


 Principal's Signature 1/20/2015
 Date

School Information

1. Current school enrollment: 2176

2. Which category best describes where your school is located?
 Urban Suburban Rural

3. Does your school receive Title I funding? Yes No
 If yes, indicate type of services: School-wide Targeted Assistance

4. What is your school calendar? Traditional Year-round Modified

5. Is your school a charter school? Yes No

6. Number of full-time and part-time staff members in each of the categories below:

	Full-time Staff	Part-time Staff
Administrators	<u>5</u>	<u> </u>
Classroom teachers	<u>83</u>	<u>8</u>
Counselors	<u>4</u>	<u> </u>
Credentialed librarians	<u>1</u>	<u> </u>
Nurses	<u>1</u>	<u> </u>
Psychologists	<u>1</u>	<u> </u>
Technology/media specialists or technicians	<u>3</u>	<u> </u>
Paraprofessionals	<u>2</u>	<u>16</u>
Campus resource officers	<u>3</u>	<u> </u>
Other staff (<i>specify</i>) <u>Auxillary Athletic Staff</u>	<u>37</u>	<u>114</u>
Total staff	<u>140</u>	<u>138</u>

Directions to Your School

If your school is selected as a statewide nominee, the site visit team members will need directions to your school.

San Diego
County

Grossmont Union High School District
District

Steele Canyon High School
School

12440 Campo Road
Street Address

Spring Valley, CA 91978
City and Zip Code

Don Hohimer
Principal

619-660-3500
Area Code and Phone Number Ext.

San Diego International Airport
Name and Location of the Nearest Airport

Interstate 5
Major Freeway Access

Provide detailed travel directions indicating the surface streets that lead to your school. Please do not submit directions or a map generated by an Internet Web site.

1. *From the San Diego Airport head east on North Harbor Drive to Grape Street.*
2. *Turn left on Grape Street and in a few blocks enter I-5 South.*
3. *Continue on I-5 South to the CA-94 East exit.*
4. *Continue on CA-94 East for 14.8 miles, then turn right at Campo Road.*
5. *Continue 1.5 miles, then turn left at Cougar Canyon Drive. The school is on your left.*

Steele Canyon Charter High School

School Overview

Steele Canyon High School (SCHS) is a charter school with Grossmont Union High School District as its overseeing district. Located in the eastern part of San Diego County, SCHS is nestled in the scenic rural area of Spring Valley, adjacent to the communities of Rancho San Diego and La Mesa. Student choice is a strength at Steele Canyon High School. For example, the SCHS Cougar Explorations Program held every Wednesday, is a venue for students to take a fun personal interest class of their choice. In addition, SCHS offers over 30 different student clubs. Another strength is the thriving performing arts program including choir, dance, and band. These groups go on tour to Disneyland, show competitions, and offer performances to the local community. School spirit continues with the robust student sports activities as well as school events organized by the school's ASB team. One such event is the annual "Battle of the Bands." Scratch, the name of the school's life-size costumed mascot, enthusiastically spices up school events with his perky personality.

SCHS encourages community input by inviting students and parents to voice their opinion at monthly board meetings, PTO meetings, and curriculum nights. The school also partners with the nearby community college district to offer career and technical classes that can be counted as college prerequisite courses. Several advanced placement (AP) A-G university approved courses are offered to give students not only college credit, but let students acquire a college-level skill set. SCHS students have an overall 95% graduation rate, and a 90% student matriculation rate to 4-year or 2-year colleges.

In summary, student choice, community involvement, school spirit, and academic achievement are the ingredients that make Steele Canyon a great place to learn and grow.



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Steele Canyon High School

Model Program Summary

1. Name of Model Program: Student Technology Accelerators for the Common Core

2. How long has this Model Program been in place?

- Less than 2 years (checked)
2-4 years
5-8 years
8+ years

3. What is the Target Area? (Choose at least one area.)

Target Areas:

- Career Technical Education
Chronic Absenteeism and Dropout Prevention
Civic Education Awareness
Closing the Achievement Gap (checked)
Education Supports (checked)
Nutrition and Physical Activity/Education
Parent and Community Involvement (checked)
Science, Technology, Engineering, and Mathematics
Use of Technology (checked)
Visual and Performing Arts

4. What are the target populations? (Check all that apply.)

Race/Ethnicity Subgroups:

- American Indian or Alaskan Native
Asian (checked)
Black or African American (checked)
Filipino

Hispanic or Latino

(Continued on next page)

Steele Canyon High School

Native Hawaiian or Pacific Islander

White

Two or More Races

Other Student Groups:

Socioeconomically Disadvantaged

English Learners

Students with Disabilities

At-Risk Students (Academic, Social, Emotional, Behavioral, or Health)

English-Language Arts – Students Not Yet Proficient

English-Language Arts – Advanced Learners

Mathematics – Students Not Yet Proficient

Mathematics – Advanced Learners

Other Core Subject Areas – Students Not Yet Proficient

Other Core Subject Areas – Advanced Learners

Other *(specify)*

5. What strategies are used to implement the Model Program? *(Check all that apply.)*

Strategies:

School Climate

Small Learning Communities

Parent Involvement

Data-Driven Decision Making

Health Support

Social/Emotional/Behavioral Support

Professional Development

Other *(specify)*

6. Is this model program initiated by your district and implemented district-wide?

Brief answer: We are an independent charter school that collaborates with our overseeing agent, Grossmont Union High School District (GUHSD). Our charter was renewed on January 15, 2015.

Steele Canyon High School

Model Program Narrative

Description of the Model

Steele Canyon High School's model program titled *Student Technology Accelerators for the Common Core* is a strategic plan aimed to effectively implement the California Common Core Standards using technology as a learning accelerator. This plan consists of defining the Common Core to teachers, students, and parents, educating teachers on how to align their curriculum to the Common Core, and instructing teachers and students on how to use a Google Apps for Education platform with the new Common Core curriculum.

To accomplish this model plan, Steele Canyon High School made four key changes: 1) equip all teachers with a basic technology kit; 2) hire professional learning leaders to train and mentor the staff; 3) increase the ratio of computer devices per student; 4) transition to a web-based assessment system; and 5) use the Google for Education platform.

This program was adopted to help teachers redesign their lessons using the new Common Core pedagogy. Teachers become facilitators of learning who guide the students to search out answers by participating in collaborative interactions in person and through the Internet. By becoming active learners of knowledge, students develop analytical thinking skills which enable them to become problem solvers. Students take ownership of lesson topics as they actively research ideas that are relevant to real world settings. With this shift in paradigm came the need for teacher training and more computer devices.

In the Fall of 2014, basic technology kits were purchased for all teachers consisting of a document camera, a projector, and a laptop computer. A *Common Core Implementation Leader* and a *Digital Coordinator* were employed to educate and assist teachers on professional learning days, and give teachers common core and technology training during the day. From 2014 to 2015, the school tripled the number of student laptop devices and purchased an online student assessment tool called Illuminate. In January 2015, the school transitioned from *Microsoft Suite* to the *Google Apps for Education* platform, including the use of Gmail for staff and students.

The goal of this plan is for each teacher to effectively use technology to implement the Common Core with their students in a way that supports and accelerates learning. To start off the 2014 school year, the administration presented the Project Red Revolutionizing Education research findings on how to best engage students in Common Core based lessons. Data from the Project Red Revolutionizing Education study indicated that when students used technology on a daily basis, they accelerated their learning (Greaves 18). First the principal and assistant principals observed each teacher and then made recommendations on how to increase

student engagement and rigor. Second, the principal stressed the importance of displaying rigorous daily learning goals for the students to read and follow and then demonstrated how to incorporate higher level thinking objectives into those goals. Hence the outcome of administrator trainings was to have all teachers post student learning goals that included higher level thinking tasks.

The first anticipated outcome for teachers is to develop skills that encourage students' use of their higher level thinking skills (such as synthesis, evaluation, critical thinking, and reflection). The second anticipated outcome is for teachers to gain technology integration skills so they could guide students to become technologically prepared for the future. The third anticipated outcome is for teachers to integrate Common Core pedagogy into their lessons. This could be made possible with specialized staff support, and increased professional learning time.

The *Student Technology Accelerators for the Common Core Plan* would benefit all students by giving them the opportunity to learn collaboratively, and develop the skills to create solutions by using technology as their research and presentation medium. These skills benefit students by preparing them for future employment which will require these skills.

This model program benefits the unique student populations in the learning community by offering every student, regardless of their culture, race, or socioeconomic status, the opportunity to use technology as a means to communicate, collaborate, create, and assess their knowledge using web-based tools.

This model program addresses students' social-emotional, behavioral, and academic achievement needs by giving students time to collaborate with their peers and professionals online and in person. Professional behavior such as proper online etiquette, formal email responses, and appropriate blog postings, is taught, modeled, and practiced in the classroom, and online. Academic achievement is raised by using technology to increase student engagement, and interaction, as per outlined in the Project Red Revolutionizing Education research findings (Greaves 12).

This model program correlates to all SBE-adopted academic content and performance standards by teaching teachers how to strengthen students' literacy and language development by giving students multiple ways to define what they have learned, connect their learning with real life scenarios, express their own opinions, collaborate and problem solve with others, while increasing their content knowledge. Strengthening students' literacy and language development can be done in the classroom, in small groups, and online through blogging, responding to threaded discussions, communicating in online chats, using Google tools such as shared documents, and using Web 2.0 tools to actively participate in their learning.

This model program is linked to our LCAP by correlating with key components such as the school mission which states; . . . all students can learn and are entitled to a rigorous and relevant curriculum in an atmosphere that promotes individual self-worth and character development. (Steele Canyon High School Mission Statement, 2014)

This plan meets an LCAP charter goals which are to:

- raise academic achievement school-wide through continually and collaboratively improving curricula
- support teachers with professional development regarding the transition to the new Common Core State Standards, and using Common Core funds to update our technological infrastructure, and support student assessment with technology, and provide professional development
- meet or exceed state expectations for pupil performance on the Smarter Balance assessments and all other state mandated assessments

Implementation and Monitoring of Model

Stakeholders, particularly parents/guardians, are being engaged in the model program by having:

- online access to the Illuminate Parent Portal grade system
- links to each class website
- the ability to communicate with staff through Gmail
- announcements and principal messages via the mass notification systems.

The Steele Canyon High School website is being used to communicate the model program to all segments of the learning community. School values, school vision, school mission statement, LCAP and budget are posted under the "About Us" tab. The daily school bulletin, school broadcast, school announcements and events are posted on the home page (www.schscougars.org).

The monitoring and assessment methods being used to evaluate the effectiveness of stakeholder's engagement with the program include the Illuminate online student assessment program, using Survey Monkey and Google Forms for online pre- and post-surveys on professional learning, teacher training needs, and future technology and curriculum support needs. An example would be the January 6th professional learning survey which analyzed the teachers' skill strengths and needs before and after the teacher/staff technology training day.

The capacity building activities used for Professional Learning for teachers, administrators, and non-instructional staff are hands-on instruction by teacher leaders on how to use Gmail, Google Docs, Google Classroom, and how to create and administer online Illuminate assessments. This training was combined with individual training by either the Common Core Implementation Leader, or the Digital Coordinator. An online Google Apps Training Resource

website was created, and is being updated weekly with shared tips and techniques for using Google in the classroom. Groups of teachers attended the recent Computer Using Educators (CUE) conference, and are planning to attend the upcoming East County TechFest and the regional Illuminate training conference this spring.

Administrators' classroom observations, comparing annual ELA and math Smarter Balance scores, periodic teacher and student surveys, and individual teacher feedback are some of the ways instructional effectiveness is monitored and analyzed. Specific instructional learning activities such as workshops on how to use Google Docs, have been surveyed and analyzed by comparing pre- and post-results.

The model is reflected in the LCAP following the targeting the student outcome goals outlined for the next three years. Some of the projected improvements include increasing the A-G completion rate of graduating senior by 2% for all population subgroups, decreasing the number of D and F grades in all subgroups by 5%, and by increasing the number of staff attending off-site professional development by 5%.

Results of the Model Program

The monitoring and assessment methods being used to evaluate the program in relation to student outcomes include surveys and assessments of students, teachers, and staff.

The quantitative and qualitative data being collected to demonstrate positive results for student outcomes include administrator's classroom observations, analysis of the annual Smarter Balance assessments, comparing percentages of students passing the CAHSEE exam, pre- and post-tests on content material by subject matter, and midterm and final exam scores. Data collection is summarized with an analysis of findings by transforming data into charts, bar graphs, and pie charts that visually represent the results.

The principal outlines these results at staff meetings, parent/student curriculum nights, PTO meetings, monthly staff/community board meetings, and school council meeting. He evaluates the results and collaborates with the above mentioned groups to develop a plan for continual program improvement, and a plan to accelerate the impact for student successes.

Works Cited

Greaves, T.; Hayes, J.; Wilson, L.; Gielniak, M.; & Peterson, R., *The Technology Factor: Nine Keys to Student Achievement and Cost-Effectiveness*, MDR 2010.