

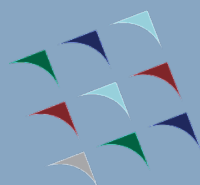


# Corona del Mar High School

*Newport Beach, California*



## WASC Self-Study Report 2017



**Newport-Mesa**  
Unified School District



**Corona del Mar High School**

**Focus on Learning 2017-2018**

**Self-Study Report**

**2101 Eastbluff Dr.  
Newport Beach, CA 92660**

**Newport-Mesa Unified School District**

**November 2017**

**Accrediting Commission for Schools**

**Western Association of Schools and Colleges**

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## CdMHS WASC Leadership Team

Name	Role/Department
Kathy Scott	Principal High School
Samantha Payne	Assistant Principal High School
Daniel Valenzuela	Assistant Principal High School
Rebecca Gogel	Principal Middle School
Jeff Perry	Assistant Principal Middle School
Kristen Kowalczyk Rivas	WASC Coordinator, Instructional Coach, EL Coordinator, FOL Chair-Assessment
Marquez Garrett	Instructional Coach Tech., FOL Chair-Organization
Mimi Palmer	Instructional Coach, FOL Chair-Organization
Emily James	Instructional Coach, FOL Chair-Curriculum
Tina Polychronopoulos	Instructional Coach, FOL Chair-Instruction
Jackie Vorona	Instructional Coach, FOL Chair-Assessment
Kareem Captan	Instructional Coach, FOL Chair-Culture
Jackie Jecmen	Instructional Coach, FOL Chair-Culture
Julie Kylen	Site-Leadership Department Chair-English
Allison Fletcher	Site-Leadership Department Chair-English
Tina Polychronopoulos	Site-Leadership Department Chair-Math
Katie Holtz	Site-Leadership Department Chair-Math
Steve Conti	Site-Leadership Department Chair-Physical Ed.
Jackie Vorona	Site-Leadership Department Chair-Science
Natalie Ramirez	Site-Leadership Department Chair-Science
Chris Manning	Site-Leadership Department Chair-Social Science
Mark Decker	Site-Leadership Department Chair-Social Science
Nicole Fusaro	Site-Leadership Department Chair-Special Ed.
Dennis Wilbanks	Site-Leadership Department Chair-Special Ed.
Shondra Pulido	Site-Leadership Department Chair-World Language
Elisa Ramirez	Site-Leadership Department Chair-World Language
Jackie Jecman	Site-Leadership Department Chair-VAPA Arts
Julie Bentwood	Head Counselor
Megan Madden	Head Counselor/Special Needs Counselor
Tammi Zamora	School Registrar
Michael Dobyns	Associated Student Body Director
Laura Mayberry	Academy of Global Studies Advisor
Kareem Captan	Academy of Global Studies Advisor
Morgan Wahl	Performing Arts and Multimedia Academy Advisor

Don Grable	Athletics Director
Mary Russell	College Program Coordinator
Allison Fletcher	AP Test Coordinator
Kim Rapp	Student Leadership Advisor-Youth & Government
Nelson Rojas	Student Leadership Advisor-FBLA, HRC
Stephanie Prado	Student Leadership Advisor-HRC
Kristen Kowalczyk Rivas	Student Leadership Advisor-At Your Service
Tammy Owney	Student Leadership Advisor-Peer Assistance League
Laura Mayberry	Student Leadership Advisor-Mock Trial, NHS
	Model United Nations
	Speech and Debate
Jackie Vorona	Robotics

Corona del Mar High School would like to extend a special thank you to Tory Hughes and Kristen Kowalczyk Rivas for their work and dedication during the 2012 WASC accreditation process as Co-WASC Self-Study Coordinators. CdMHS would like to thank Mimi Palmer and Laura Mayberry for their participation as Co-authors on the CdMHS 2015 Mid-Cycle Review. Finally, Corona del Mar would like to thank the instructional coaches for their leadership, time, and commitment to the Self-Study process as Focus on Learning (FOL) group leaders.

## **WASC Meeting Timeline 2016-2017**

Summer Registration 2016 - Parent Climate Survey LCAP

August 2016 - Instructional Coach Group Meetings

Professional Development: Pacing on the Block, Collaborative Strategies and Activities, Virtual Classroom, Setting Up Classroom Policies

September 2016 - Identified WASC Self-Study Coordinator

September 7, 2016 - PTA Meeting WASC Orientation

September 26, 2016 - Faculty Meeting 2015-16 Data Review & WASC Orientation

October 5, 2016 - PTA Meeting

October 10, 2016 - Home Group Meeting, Learning Rounds facilitated by Instructional Coaches

October 17, 2016 - Home Group Meeting

October 24, 2016 - Instructional Coach Group

Professional Development: Closure in a Lesson

November 1, 2016 - District Wide Home Group Collaboration and Professional Development

November 2, 2016 - PTA Meeting

November 3, 2016 - School Site Council Stakeholder Meeting - WASC Overview & Orientation

November 14, 2016 - Learning Rounds facilitated by Instructional Coaches

December 5, 2016 - Home Group Meeting

December 12, 2016 - Instructional Coach Group

Professional Development: Technology and the CdMHS Teacher Resources Website

December 19, 2016 - All Staff Potluck and Staff Connection Meeting

January 2017 - Individual Teacher Late-Start and All Faculty Meetings, Formalize CdMHS Profile

January 11, 2017 - PTA Meeting

January 12, 2017 - School Site Council Stakeholder Meeting

February 1, 2017 - PTA Meeting

February 6, 2017 - Teacher Grade Alike Meetings

Focus: Data Analysis, Identified Areas of Need, & Intervention for Struggling Students

February 13, 2017 - Home Group Meeting

February 16, 2017 - School Site Council Stakeholder Meeting - WASC Updates including EL Program Review & Updates

February 27, 2017 - Instructional Coach Group

Focus: Mission Statement Development

March 1, 2017 - PTA Meeting

March 6, 2017 -Instructional Coach Group

Focus: Mission Statement Staff Survey & School Motto driven by PBIS Core Values

March 13, 2017 - Home Group & LCAP Teacher Climate Survey

March 16, 2017 - School Site Council Stakeholder Meeting - Mission Statement & School Motto

March 27, 2017 - All Faculty Meeting Mission Statement & Bell Schedule Committee

April 3, 2017 - PTA Meeting Mission Statement & WASC dates

April 24, 2017 - All Faculty Meeting - Finalize New CdMHS Mission Statement & Bell Schedule Committee

April 27, 2017 - School Site Council Stakeholder Meeting

April 28, 2018 - All Faculty Vote on 2017-18 Bell Schedule



May 3, 2017 - PTA Meeting

May 15, 2017 - Individual Teacher Late-Start Time

May 17, 2017 - FOL Chairs assigned to a specific focus area (A-E)

May 18, 2017 - School Site Council Stakeholder Meeting

May-June 2017 - FOL/Instructional Coach Meetings Focus on Areas of Need, Findings, and Possible Solutions

Aug. 28, 2017 - FOL Group Meeting

Sept. 11, 2017 - FOL Group Meeting

Sept. 18, 2017 - FOL Groups Meeting Final Review of Focus on Learning Sections and Chapter IV

Sept. 18-28, 2017 - FOL Chairs met to review, analyze, and edit Chapters I-IV and develop Chapter V school action plan

Along with CdMHS 2016-17 timeline, every 6th period, FOL Chairs/Instructional Coaches met to discuss and strategize how to implement support that meets the needs of the teachers, students, and school community. These meetings focused on professional development, data analysis, and observational data shares. Coaches also checked in regularly and face-to-face with each member of their instructional teams to provide support and gather teacher feedback to bring back to the coaching group and administration.



# Chapter I

## Student/Community Profile & Supporting Data Findings



Cultivate Integrity ■ Develop Resiliency ■ Model Empathy

# Chapter I: Student/Community Profile



## Welcome to Newport Beach, California

Newport Beach is a coastal city located in the center of Orange County, with Los Angeles County to the north and San Diego County to the south. Newport Beach borders the neighboring cities of Irvine, Laguna Beach, and Costa Mesa. With over 16,234 acres of recreational space bordering the ocean, the harbor, and the Back Bay, Newport Beach's estimated permanent population of 87,127, grows daily to more than 100,000 due to tourism. Newport Beach is known for its residential areas, shopping centers, business community, and school system.

Priority programs of the city maintain a high quality of life and focus on meeting the needs of public infrastructure, facilities, and the community. Such programs include the construction of a civic center, water conservation and quality control, environmental sustainability, recycling, public parks development, youth, family, and senior services. The top employers in the city include HOAG Memorial Hospital, PIMCO, Pacific Life, Newport Mesa Unified School District, and the city itself. Newport Beach is also in close proximity to University of California at Irvine. In 2014, 97.5% of the city's population of adults had completed High School or higher and 65% of the population had completed a Bachelor's degree or higher.

One unified school district serves the K-12 community of Newport Beach; Newport-Mesa Unified Schools (NMUSD). NMUSD operates 32 schools, 5 comprehensive high schools, 4 intermediate junior high schools, 22 elementary schools, 2 alternative education programs, 1 adult education center, and 11 pre-schools in 4 school zones. The Corona del Mar High School zone is made up of Anderson, Eastbluff, Harbor View, Lincoln, and Newport Coast Elementary Schools, Corona del Mar Middle and High Schools. Additionally to the K-12 school district, there are several community colleges that serve Newport Beach. They include: Coastline Community College, Orange Coast Community College, Saddleback College, Irvine Valley College, Santiago Canyon College, and Golden West College. The University of California at Irvine, Fullerton, Concordia University, Chapman University, California State University, University of Southern California, and Pepperdine also offer higher education opportunities in and around the area of Newport Beach as they have satellite locations in neighboring cities.



# **Newport-Mesa**

## Unified School District

### **Welcome to the Newport-Mesa Unified School District**

Since its unification in 1966, Newport-Mesa Unified School District has grown to presently serve 22,000 students who attend its 32 schools spanning 58.83 square miles in the communities of Newport Beach, Costa Mesa, and Corona del Mar in central Orange County. The Newport-Mesa district employs 1,700 certificated and 1,500 classified employees. The major ethnic groups of its students are white with 45%, Hispanic with 45%, and Asian with 5%. Approximately 46% of district students are socio-economically disadvantaged, and 24% are English learners. The general fund expenditures in the district per student is \$11,402.

The mission of the Newport-Mesa Unified School District, is to graduate students who have acquired the knowledge, skills, and attitudes necessary to achieve significant career, educational, civic, and personal goals, which will enrich our society. The shared vision of NMUSD is to provide a world-class education for every child, every day. To realize its vision and mission, Newport-Mesa commits to the following principles:

- To always make decisions based on the best interests of its children.
- To channel all resources (people, money, facilities, time, and energy) to support its beliefs and shared vision.
- To prioritize existing funding and acquire new funding sources to make its vision a reality.
- To be sensitive and responsive to the changing demographics of the community.
- To hold itself accountable to the highest standards of performance and service which improve and support student learning.

Student enrollment in the district begins at the new Welcome Center open to assist families with Address Verification and Pre-Enrollment steps. Student enrollment is completed at the school site. The Newport-Mesa Unified School District allows Parent School Choice Transfers for residents of the District. Depending upon availability, the parent or guardian of any school-age resident student may request a school to which their child may transfer.

NMUSD students continue to demonstrate a high level of achievement, and schools have

implemented exemplary programs. For example, in 2014 eight of the 22 elementary schools invited to apply for California Distinguished School status earned that designation. In 2016, the California Department of Education awarded Gold Ribbon School designations to 12 elementary schools in recognition of their outstanding educational programs and practices that contribute to closing the achievement gap. In addition to these accolades, each of the four NMUSD high schools offer signature academies open to all ninth grade students within the NMUSD, regardless of their zone of residence.



## **Welcome to Corona del Mar High School**

### **Home of the Sea Kings**

Founded in 1962, Corona del Mar High School opened originally as a high school servicing grades 9-12 in the communities of Newport Beach and Corona del Mar. After a shift in demographics in 1983, Corona del Mar High School began to include 7th and 8th graders, making it to this day a combination middle school/high school. Located in one the most affluent communities in the state, Corona del Mar High School currently provides quality education for 2,631 students in grades 7 through 12. Currently, high school student enrollment is 1,774. Our students reside mainly within the communities of Corona del Mar and Newport Beach where median home prices are recorded to be more than double the national average.

Corona del Mar Middle/High School has five feeder elementary schools. The majority of our students have attended school together since kindergarten, as the community has a very low rate of transience. In 2013, each feeder school had an API score ranging from 890-940, which affirms a high academic expectation of the school. The 2013 CdM API was 902. Corona del Mar High School is a California Distinguished School and a United States Department of Education Gold Ribbon School. In *Newsweek's* ranking of America's top 500 high schools, CdMHS ranked 100th for 2016.

The parent community of Corona del Mar is highly involved in and supportive of the school. Our parent population has a higher than average educational achievement level. The actual educational attainment of parents in the 92660 zip code continues to exceed that of the state.

<b>Educational Attainment %</b>	<b>Newport Beach</b>	<b>CA Average</b>
Less than High School	2.1%	18.3%
High School or GED	8.2%	20.8%
Bachelor's Degree	38.5%	19.5%
Master's Degree	15.8%	7.7%
Doctorate Degree	3.2%	1.5%

CdM's graduation rate is 99.7% and approximately 99% of our students extend their education at colleges and universities. In 2016-2017, 87% of our college bound students completed the University of California A-G requirements. The school's master schedule, which is driven by student course request, has increased the number of course options available. In the spring of 2017, administration encouraged the participation of department representatives to create the 2017-18 master schedule in a series of committee meetings. Corona del Mar's curriculum focuses on providing rigorous college preparatory classes with 58 AP classes covering 23 AP courses compared to 39 AP classes covering 19 AP courses in 2013-2014.

The leadership team of Corona del Mar is comprised of department chairs, administrators, eight instructional coaches, as well as the athletics and activities directors. There are several committees and organizations on campus that involve and encourage student and parent feedback and input. Corona del Mar Middle/High School enthusiastically embraces a vision and culture of collaboration.

### **WASC Accreditation History**

Corona del Mar's last WASC self-study was done in 2011-2012. The school received an ACS WASC six-year accreditation status with a mid-cycle progress report and a one-day visit in 2015. Post visit, CdM's accreditation was reaffirmed through the end of the six-year cycle ending in June 2018. The findings of the mid-cycle review commended the school for its parent involvement, positive student perspective and attitudes about their school, exceptional student support services for college, PLC development, increased teacher collaboration, engagement of a variety of strategies for learning and assessments in common core, utilization of the LCAP process into the WASC Action Plan, and professional development opportunities. These findings also

encouraged CdMHS to continue to explore and refine its Mission statement, consolidate action plans/SPSA, refine the intervention program and concept recovery, investigate an alternative bell schedule to match student needs, continue to use Illuminate to collect and disseminate data, and to address attendance issues through instructional engagement.

### **Our Vision, Mission, & Values**

Corona del Mar faculty acknowledges the unique identity of the its school and embraces all of the elements which distinguish CdM High School from all others. CdM believes in the vision set forth by NMUSD **to provide a world-class education to every child, every day**. To achieve this, our school is dedicated to growth with the NMUSD's vision at the center of what the school does.

CdM sets out to accomplish this by:

- Providing a challenging, nurturing, and active learning environment for all children that ensures educational success, a life-long desire to learn, and personal and civic responsibility.
- Establishing an environment in which everyone is valued and treated with dignity and respect.
- Offering continuous learning opportunities that are useful, timely, and engaging for all district employees and families.
- Fostering productive school-family-community partnerships.
- Creating a collaborative organization that is open and committed to quality customer service.

During the 2014-15 school year, a committee of teachers and staff members was formed to create and vet a new school-wide mission statement. The past mission statement of the school was found to be long, wordy, and didn't address the current school culture. Also beginning in 2014-15, the teachers and staff members of Corona del Mar High School met during late start collaboration time to adopt the Positive Behavioral Intervention and Supports (PBIS) program. Through these efforts, our core values which include **Resilience, Integrity, and Empathy** were created. Our PBIS statement of purpose for our students and staff is, "Sea Kings demonstrate Resilience, Integrity, and Empathy". These three core values have become embedded into the school culture at CdM improving upon the ESLRs of 2012 (P.R.I.D.E.). CdM's core values are included on school announcements, communicated in the student planners, displayed in classrooms, and are included on all 2017-18 course syllabi.

In 2016, instructional coaches revisited the mission statement work of the 2014-15 committee and facilitated several meetings dedicated to mission statement development. The staff met, studied



what makes a powerful mission statement, and looked at the mission statements for some of the most successful companies in the world. Through these meetings, staff surveys, and a faculty vote, CdM adopted its new mission statement, along with a refined school motto, using the school's PBIS core values in 2017.

The Corona del Mar Middle/High School mission statement is:

**To provide the highest level of comprehensive instruction aimed at empowering students to learn with resiliency, react with empathy, and live with integrity.**

The CdM motto is:

**Cultivate Integrity, Develop Resiliency, Model Empathy**

### **Expected Schoolwide Learning Results (ESLRs)**

In addition to Corona del Mar High School's shared Vision, Mission, and Core Values, the school still acknowledges its five expected schoolwide learning results or ESLRs. The five ESLRs below were adopted in 2005, and were unanimously reaffirmed in 2012, and again in 2015 by the staff. CdM's ESLRs are commonly referred to by faculty members as P.R.I.D.E. "Let's show the Sea King PRIDE" is a common reminder and slogan to all students and staff about our commitment to the ongoing improvement of the CdM campus and experience. While the ESLR's are present on campus in a number of ways, CdMHS staff members prefer that students experience and connect to the PRIDE ESLRs actively and in meaningful, engaging ways like through activities and daily lessons, rather than passively by memorizing expected learner outcomes that hold no meaning for them. Corona del Mar High School remains committed to helping students achieve the ESLRs through its PBIS core values work.

#### **Positive Attitude**

CdM staff and parents have worked together to support an environment that promotes consistent rules and regulations that allow students to participate in an environment promoting strong character. Students have responded positively to the regulations regarding dress code, attendance, discipline, and academic integrity. The CdM family continues to show a positive attitude.

#### **Responsible Citizenship**

CdM students have embraced their responsibility to be good citizens and have actively engaged in activities to create a culture of ongoing improvements, in both the school and the community. The Student Leadership Team, consisting of over 100 student leaders, has rallied around issues such as school pride, academic honesty, character, and diversity.



### **Independent Complex Thinking**

CdM students are engaged in decisions related to both their individual success and the overall programmatic changes that bring success to the school at large. Classroom instructional strategies promote activities that support higher order critical thinking skills. The level of academic rigor and the data on student performance relative to college success indicates that this continues to remain a student goal.

### **Developed Technology Proficiency**

The CdM community has shown financial commitment to both infrastructure and training to support that students develop technology proficiency. To promote this goal, teachers continue to make the use of technology a priority in their classrooms.

### **Effective Communication Skills**

These activities promote the skills of acceptable formal oral and written communication. The school staff has committed to adopting writing and speech standards that include presentations and research papers as part of the curriculum. In order to promote self advocacy in our students, steps have been taken to create a standard of reciprocal and timely communication.

## **Block Schedule**

Following the 2012 WASC visit, the recommending committee suggested that CdMHS explore a new bell schedule that not only provides for more teacher and PLC collaboration, but also for more student support and intervention opportunities. In 2013, under the leadership of a new principal, the staff developed and adopted a bell schedule that included a weekly late start schedule to provide designated PLC time. This new calendar went into effect for the 2014-15 school year. Then in 2015-16, the staff adopted a modified 4x4 block schedule with the continued weekly late start now including a set time for student intervention for the 2016-17 school year. The school moved to a block schedule in an effort to address and reduce student stress, to enrich the quality and depth of instruction, and to follow the college model. On the new block schedule, students also have the opportunity to pursue a greater variety of extracurriculars and academic courses each year.

Currently, CdMHS's block schedule allows students to focus on fewer subjects per day while classes offer a more concentrated experience of the subject matter. Class periods are now 90 minutes instead of 55 minutes. The school's block schedule supports student achievement as students improve their depth of knowledge, moving toward a deeper understanding of a concept through increased practice and class time to develop and explore students' own learning. On

block schedule, students are also able to balance their workload over the course of two nights rather than one. Class sizes are typically smaller on the new schedule, welcoming 30 or less on average.

A typical week at CdMHS begins with a Monday late start. Following Monday late starts, students alternate from odd to even classes beginning with odd classes on Tuesday, even classes on Wednesday, eccetera. The few zero period classes that are held on campus meet each day for 55 minutes. A typical weekly schedule at CdM is:

Regular Day Block Schedule		Monday Late Start Schedule	
Early Bell	6:50	<u>late start (35 min. classes)</u>	
Period 0	6:55-7:50	Collaboration 7:25-8:10	
First Bell	7:50	Per. 0/Intervention 8:10-9:00	
Period 1/2	7:55-9:25	Period 1 9:05-9:40	
Break	9:25-9:35	Period 2 9:45-10:20	
Period 3/4	9:40-11:15	Break 10:20-10:25	
Lunch	11:15-11:45	Period 3 10:30-11:10	
Period 5/6	11:50-1:20	Period 4 11:15-11:50	
Break	1:20-1:25	Period 5 11:55-12:30	
Period 7/8	1:30-3:00	Lunch 12:30-1:00	
		Period 6 1:05-1:40	
		Period 7 1:45-2:20	
		Period 8 2:25-3:00	

Odd Day - Tuesday	Even Day - Wednesday	Odd Day - Thursday	Even Day - Friday
Period 0	Period 0	Period 0	Period 0
Period 1	Period 2	Period 1	Period 2
Period 3	Period 4	Period 3	Period 4
Period 5	Period 6	Period 5	Period 6
Period 7	Period 8	Period 7	Period 8

All 9-10th graders take a minimum of six classes including a sport (PE, Yoga or dance). 11th graders take a minimum of five classes and one of the six may be a sport. 12th graders have the option of taking a minimum of five classes if they have the appropriate number of credits

completed (180 total credits). One of the five classes could be a sport. Community college courses count toward a student's five or six class minimum.

Under the new bell schedule, teacher collaboration time and student intervention time has transformed from a monthly to a weekly occurrence. Teachers meet first, Monday mornings, for professional development, department meetings, curriculum development and refinement, and to assess student growth. Each Monday, after teacher collaboration meetings, teachers are in their classes helping students during student support time commonly referred to as intervention. In the spring of 2017, teachers voted to make minor adjustments to the 2016-17 schedule and claimed 5 more teacher collaboration/student intervention late start days. Also under the new schedule, teachers teach six classes and have two 90 minute planning periods. Planning periods are scheduled so that teachers have a planning period each day whenever possible.

## **Facilities**

CdM consists of 93 permanent classrooms, a library, a lecture hall, a student resource center, two teacher lounges, several portable computer labs, a performing arts theatre, a technology/robotics lab, two gymnasiums, a swimming pool with locker rooms and restrooms, a new stand alone middle school (16 classrooms), and an administration building. The majority of the facilities are the original buildings from 1962, however, there have been additions and renovations since 2006, continuing through 2017. The Middle School Enclave was completed in 2014, along with the the performing arts center. In conjunction with these projects, the front of the school and grounds have also been upgraded. In 2017, the CdM Parent Foundation funded the renovation of the school library into an innovative Learning Resource Center. This renovation project is scheduled to be completed in December, 2017.

All classrooms have wireless Internet connectability, a personal teacher computer, a LCD mounted projector, and a document camera. The majority of teachers have a teacher iPad which they received either through the school or the district. Teachers are required to undergo trainings in order to receive an iPad for instructional use. There are eight PC laptop carts of 20 computers each for teacher use. These carts have been allocated strategically among the three major classroom buildings. There are five classroom sets of iPads of 40 devices each. World Language teachers have two Chromebook carts of 32 devices each and headsets for their use. Math teachers have three Chromebook carts of 32 as well.

## **Safety**

Corona del Mar High School maintains a School Safety Plan that is updated regularly. The administrators, faculty, staff, school assigned resource officer, three security guards, students, and

parents all work together to ensure the continued safety of our students at school events, in the community, and on campus during the school day. To provide a safe and secure learning environment for all of our staff and students, the following are areas of focus from the CdmHS Safety Plan:

1. Educate students and staff about actions they can take to promote an accepting and supportive environment.
2. Review data to develop plans to address areas of need for both the physical plant and the feeling/tone on campus.
3. Develop procedures to adapt to new possible threats to staff and student safety, then educate all stakeholders on how to practice and implement those plans.

Professional development time has been dedicated to train staff on how to react during emergency situations. Cdm has three full-time security staff members assigned to monitor specific areas of campus. Policies allow for a modified closed campus, where only juniors and seniors are permitted to leave during lunch. The campus perimeter is monitored by a security staff. Parents and volunteers have to sign in at the front office and wear their visitor badges to confirm they are on campus for school business. Administrators are highly visible during school hours and faculty makes a conscious effort to secure a safe, clean and orderly campus.

Through participation in a law enforcement coordinated active shooter drill in 2014-15, staff members were trained in how to respond to critical incidents, in addition to our response plan for natural disasters. All staff, students and parents are encouraged to utilize the Titan HST security app which allows for real-time communication regarding intruders, safety issues, school lockdowns and evacuations. Disaster drills including practice drills for fire, earthquake, building evacuation, and intruders are coordinated by an Assistant Principal and are conducted per State requirements. Faculty and staff are trained and briefed on these procedures in accordance with the School Safety Plan. The school keeps emergency supplies, food, and water, and each classroom is equipped with a backpack of first aid materials and emergency supplies. In 2015, Cdm piloted and now uses the Titan app as another option for emergency notifications. Staff, students, and parents opt in to have the app.

Staff and students actively participate in anti-bullying and anti-bias campaigns through (Peer Assistance Leadership) PAL, Human Relations Council (HRC), National Honor Society (NHS), Sea King Peers (formerly known as Best Buddies), Associated Student Body (ASB) led activities, the Renaissance recognition program, the newly opened Sea King Connection Center, ONE Recovery student support meetings, high school and middle school Principal's Councils, and many other service organizations, clubs and activities. These programs, in addition to our developing

Positive Behavioral and Intervention Supports (PBIS), encourage a positive campus climate, set clear expectations, and recognize positive student behavior.

### **Meet the Sea King Staff**

The highly qualified Sea King staff comes from diverse experiences and disciplines. In accordance with district policy, 100% of the CdMHS staff teach within their credentialed area of subject competence. 100% of CdM teachers are also CLAD certified and there are no teachers with emergency permits. 57.7% of the teaching staff is female and 43.2% is male. Corona del Mar High School teachers demonstrate the school's core values and teach to high standards of instruction.

<b>2017 Corona del Mar Staff</b>
Administrators: 5
Teachers: 102
Adaptive PE Teacher: .5
Counselors: 6
College Guidance Specialist: 1
Psychologists: 1.5
Speech Therapists: 2
Library Media Teacher (Librarian): 1
Library Media Services Staff: 1
Instructional Aides: 32
Nurse: 1
School Resource Officer: 1
Security Staff: 3
Classified Staff: 64
Administrative Assistants: 4.5
Counseling Assistants: 2

<b>Highest Level of Educational Attainment for Corona del Mar Staff 2017-18</b>
Bachelor's Degree: 118
Master's Degree: 81
Doctorate: 3

## **Enrollment**

The enrollment of CdM MS/HS has increased steadily over the past few years. In 2017, current high school enrollment is 1,774. With combined middle school and high school enrollment, CdM's total enrollment sits at 2,631 with slight fluctuations throughout the year due to student transfers. Enrollment at Corona del Mar has increased by approximately 200 students over the last 6 years.

<b>Year</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total</b>
2016-17	428	429	446	477	423	428	2631
2015-16	408	417	455	419	436	445	2580
2014-15	399	429	423	440	450	416	2557
2013-14	429	392	449	460	424	394	2548
2012-13	380	408	469	422	398	396	2473
2011-12	383	423	426	420	397	391	2440

## **Class Size**

With 102 teachers on staff and 2,631 students on campus, the teacher to student ratio is 1 teacher to every 25.79 students. Per collective bargaining agreement, teachers are contracted at a 180-student cap and an average class size of 30 students.

## **Gender**

The gender data at CdMHS has remained consistent over the past six years, for the 2016-17 school year, the ratio is 53.6% male students and 46.4% female students, with minor fluctuations from year to year. In 2016, gender neutral restrooms were made available for students on campus; they are located in the high school front office, middle school office, and nurse's office.

## Ethnicity

The ethnic diversity of students at Corona del Mar High School has remained, statistically speaking, both relatively constant and reflective of the community population. In 2017, 79.17% of the student body is white; this statistic has slowly and steadily decreased by 5.3% since 2012. The numbers of Asian and Hispanic students have increased slightly in recent years. Students of Asian descent currently comprise 9.2% of the student body, an increase of about 1% over the last six years. Students of Hispanic descent make up 7.1% of the student body, an increase of approximately 2% over the last six years.

<b>Ethnicity by Number of Students</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
African American	24	21	22	23	23	31
American Indian or Alaska Native	4	7	7	8	9	8
Asian	215	221	225	210	214	243
Filipino	9	8	10	15	11	11
Hispanic or Latino	122	125	146	139	179	187
Pacific Islander	6	7	5	6	5	7
White	2,047	2,062	2,101	2,111	2,087	2,083
Two or More Races	13	22	32	45	52	61
Total Students	2,440	2,473	2,548	2,557	2,580	2,631

## Free and Reduced Lunch

Over the last six years, the percent of students on free and reduced lunch has remained small and constant, fluctuating slightly from year to year. Since 2012, on average 6.6% of CdM students received receive Free and Reduced Lunch. Currently, 6.9% of all students receive Free and Reduced Lunch. The community surrounding CdMHS is an affluent one, nevertheless, as soon as families seek assistance, counselors and the front office staff work to offer the support needed.

<b>Year</b>	<b>Percentage of the Student Body</b>
2016-17	6.9%
2015-16	6.5%
2014-15	6.7%
2013-14	7.5%
2012-13	6.2%
2011-12	5.8%

### **Enrollment by Subgroup**

Since the 2015 mid-cycle review, the most notable shift in subgroup student enrollment numbers is experienced within CdM's English Learner population. Since 2014, Corona del Mar's EL student population has increased by nearly 20 students, taking the total percent of English language learners from 1.6% to 2.7% of the student body. The percent of students with disabilities remains constant at 6.8% and socioeconomically disadvantaged students at 6.6% of all students. The subgroups below are not mutually exclusive and do not total 100%.

<b>Subgroup Student Enrollment by Number of Students</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
English Learners	43	52	72
Foster Youth	1	1	2
Homeless	0	0	0
Migrant Education	0	0	0
Students with Disabilities	180	180	179
Socioeconomically Disadvantaged Students	183	178	173
Total Students	2,557	2,580	2,631



## **Discipline**

Although student behavior and discipline have not been pervasive issues on campus, Corona del Mar High School nonetheless, communicates behavioral expectations to its students and parents in a number of ways. During the registration process, students and parents sign the Sea King Code of Conduct, which clearly states the standards and expectations of the school, while highlighting the responsibilities of a Sea King student and parent. The school's code of conduct is also printed in the student planner given to each Sea King at the beginning of the school year. In addition to the student planner, the CdMHS handbook is available on the school website.

Teachers refer to, cite, and explain in detail the important sections of the student handbook, code of conduct, and school-wide expectations, including violations to academic integrity in their syllabi at the start of the year to students and parents, both in the classroom and at Back to School Night. Syllabi are also signed by parents and students and serve as a contract to help students understand how to achieve success in a safe, healthy, and supportive environment. Furthermore, conversations concerning positive behavior and positive choices are revisited throughout the year by administration, teachers, counselors, support staff, and student leaders on campus via in-class visits, daily announcements, ASB activities, and a number of student/parent speaker series.

Sea King students understand school-wide expectations for behavior and know that they will be held responsible for actions deemed inappropriate. The CdMHS parent community is supportive of the school's expectations. Due to our student-parent-school partnership, the school's suspension rates remain very low and graduation rates remain very high in comparison to those of the state. Detentions are mostly given for excessive tardies, period cuts, and minor behavioral incidents. Multiple before and after school detentions are given in place of a 3 hour Saturday school. CdMHS eliminated Saturday school in 2014-15.

The implementation of character education programs, including Positive Behavioral Intervention and Supports (PBIS), ONE Recovery, and restorative practice principles have had a significant impact on the school's philosophical approach to discipline. Administration and staff strive to address disciplinary incidents through the lens of our three PBIS core values. These programs are teaching students appropriate behaviors that meet common expectations, how to become more responsible for their behaviors, and to learn how their choices affect themselves and others. In addition, effective programs such as ONE Recovery, that address drug problems, truancy, health problems, and family dynamics are working to keep students in school, healthy, and focused on learning. According to the NMUSD LCAP document, parents also credit music and other visual and performing arts programs with encouraging students to stay focused in school.

<b>CdMHS</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Total Student Population	2,473	2,548	2,557	2,580	2,631
# of Students Suspended	39	28	38	93	90
Suspension Rate	1.5	1.1	1.4	3.6	3.4
# of Expulsions	1	0	0	0	4
<b>District</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Suspension Rate	2.7	2.1	2.0	2.8	2.3
Expulsion Rate	0	0	0	0	0

## **Attendance**

As a Basic Aid district, Newport-Mesa is not funded based on daily student attendance. Corona del Mar Middle/High School's overall 96% percent daily attendance rate, while very positive, does not reflect the number of students who are excused by parents and guardians. Therefore, this number does not accurately represent our in-seat attendance on a daily basis. CdMHS leads the district in single period excused absences spanning grades 7-12. Isolating the single period excused absences data for grades 9-12, CdM has the second highest number of single period excused absences in the district. In 2016-17, the average number of single period excused absences per student, grades 9-12, was 27.3.

Corona del Mar approaches its attendance issues in a collaborative manner working with administration, attendance office, classified staff, instructional coaches, teachers, counselors, and district representatives. Together, the school is currently working to redefine attendance practices, consequences, and interventions that support a culture of learning and strive to eliminate chronic absenteeism as defined by the state of California. In addition, CdM's administrative team reviews attendance patterns to help improve overall school attendance.

In the spring of 2017, the instructional coaches met weekly to address the impact of absences on classroom instruction and student learning. This group of teachers also collaborated with the attendance office to identify existing concerns and refine attendance policies. CdMHS identified

the following needs for change and attendance proposal, which have been positively received by the district:

<b>Attendance Areas of Concern</b>
1. There are few impactful consequences for chronic absenteeism.
2. Moving into 2017-18, student attendance plays a role in the school's rating.
3. CdM has a culture of high single period absenteeism excused by parents.
4. With the new block schedule, one single period absence has a greater impact on student learning.

<b>Attendance Proposal</b>
1. The school will shift its focus from day to period absences.
2. Accountability processes apply to all categories of absences (i.e. illness, unexcused, cut).
3. The school will communicate with families to address student absences prior to meeting or exceeding chronic absenteeism (10%).
4. Students lose privileges prior to reaching chronic absenteeism.

The school's off-campus policy requires that no student may leave campus without a signed note from a parent, or the parent must physically come to the office to sign a student out. Phone calls are not permitted to excuse a student to leave campus, without exception. Parental responsibility and student understanding of the school's expectations concerning attendance are communicated in the CdMHS student handbook and on the school website. Additionally, School Loop and the telephone all-call system are used to send important school wide attendance related reminders. Progressive discipline for attendance issues includes: detention, parent/student/administrator conferences, a behavior contract, loss of privileges, partnering with community agencies, connecting students and families with district resources, and a Student Attendance Review Board (SARB) hearing.

**Period Excused Absences Grades 9-12 - Comparative Data Across 4 Years***\*CdMHS changed to block schedule in 2016-17.*

School Year	2013-14	2014-15	2015-16	2016-17
# of Students with Excused Absences	1,726	1,646	1,663	1,591
Total Single Period Excused Absences	105,698	98,550	101,728	43,389
Avg. Per Student	61.2	59.9	61.2	27.3

**Period Unexcused Absences Grades 9-12 - Comparative Data Across 4 Years**

School Year	2013-14	2014-15	2015-16	2016-17
# of Students Unexcused	1,497	1,437	1,460	1,572
Total Single Period Unexcused Absences	19,726	20,664	21,909	31,357
Avg. Per Student	13.2	14.4	15.0	19.9

**Period Truancies Grades 9-12 - Comparative Data Across 4 Years**

School Year	2013-14	2014-15	2015-16	2016-17
# of Students Truant	1,497	1,442	1,444	1,376
Total Single Period Truancies	19,726	18,119	18,348	22,261
Avg. Per Student	13.2	12.6	12.7	16.2

**Period Tardies Periods 9-12 - Comparative Data Across 4 Years**

School Year	2013-14	2014-15	2015-16	2016-17
# of Students Tardy	1,347	1,284	1,384	1,353
Total Unexcused Tardies	9,442	11,222	12,950	12,157
Avg. Per Student	7.0	8.7	9.4	9.0

In 2013-14, CdM developed a structured, school wide tardy policy, which included a tardy card signed by students on each tardy to class. The tardy card practice is currently under revision.

## **Corona del Mar High School Special Programs English Language Learners**

English is the primary language spoken at home for approximately 95.1% of the CdMHS student body, this number includes students who are designated as English only (EO) and Initially Fluent English Speakers (I-FEP). There are currently 72 identified English Language Learners (EL) on campus, grades 7-12. The EL population of students has remained relatively consistent over time, nevertheless CdMHS has seen an increase in EL enrollment numbers since 2014. Currently, CdM has a reclassification rate of 15.4%. Students achieving Reclassification to Fluent English Proficient (R-FEP) status are closely monitored by a team of staff members consisting of counselors, the English Language Coordinator, and the mainstream English teachers per the R-FEP monitoring process overseen by the district. In the event that R-FEP student is experiencing challenges in English or Math, the EL Coordinator consults with the teacher to develop a student support plan including scaffolding, targeted interventions, and differentiation strategies.

<b>CdMHS EL Subgroup Enrollment Data</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
# of English Learners	35	35	43	43	52	72
% of English Learners	1.4%	1.4%	1.68%	1.68%	2.0%	2.7%
Fluent English Proficient Students	159	160	139	140	153	173
Students Redesignated as Fluent English	4	3	2	5	5	8
Total Student Enrollment	2,44	2,473	2,548	2,557	2,580	2,631

<b>NMUSD EL Subgroup Enrollment Data</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
# of English Learners	5,242	5,101	5,443	5,346	5,226	5,097
% of English Learners	24%	23.2%	24.7%	24.4%	24.2%	23.6%
Fluent English Proficient Students	3,345	3,460	3,096	3,165	3,122	3,195
Students Redesignated as Fluent English	464	503	440	497	492	593
Total Student Enrollment	21,854	22,003	22,018	21,905	21,736	21,581

English Learners at Corona del Mar Middle/High School currently speak the following languages as their first language.

<b>English Learners by Language</b>	<b>Number of Learners</b>
Mandarin	24
Spanish	10
Farsi	10
Russian	10
French	6
Other	5
Japanese	2
Arabic	2
Vietnamese	1
Korean	1
Polish	1

Each year less than ten students are classified as Beginning to Early Intermediate learners, and the remaining two-thirds are identified as intermediate, early advanced, or advanced, according to their California English Language Development Test (CELDT) results. Students who have been

identified as Beginning to Early Intermediate students are enrolled in the English Language Development (ELD) support class while others have been fully mainstreamed into classes with teachers trained in Specially Designed Academic Instruction in English (SDAIE) techniques. Upon parent and student request, those students identified as English learners may take mainstream English in conjunction with their English Language Development class. 100% of Corona del Mar teachers are CLAD and SDAIE certified.

For student reclassification purposes, Corona del Mar Middle/High School will give the CELDT examination in the fall of 2017 for students previously identified (spring 2017) as early advanced or advanced. In the spring of 2018, CdMHS will also adopt the English Language Proficiency Assessments for California (ELPAC) exam for all of its English Learner population. Currently for a learner to reclassify as a fluent English speaker, that student must score an early advanced or advanced on the CELDT exam, score proficient on the SBAC or STAR IRL, and earn a C or better in English Language Arts. In the past, a district testing team administered the annual CELDT exam at all of its school sites with the assistance of the EL Coordinator. A student who is new to the district takes the initial CELDT exam at the NMUSD Welcome Center.

#### **CELDT TESTING DATA**

The following CELDT testing data shows student results by language level achieved for grades 9-12. CELDT results support EL student placement and are made available for teachers in their Aeries dashboard. All teachers of English learners can see both overall CELDT levels as well as specific levels for reading, writing, listening, and speaking in the Aeries dashboards, in illuminate, as well as in the student's cumulative file in the front office.

<b>Year</b>	<b>Advanced (712-725)</b>	<b>Early Adv. (623-711)</b>	<b>Intermediate (534-622)</b>	<b>Early Intermediate (445-533)</b>	<b>Beginning (230-444)</b>	<b>Number of Students Tested Grades 9-12</b>
<b>2016-17</b>	11	11	3	1	3	29
<b>2015-16</b>	10	8	3	1	7	29
<b>2014-15</b>	9	9	3	1	5	27
<b>2013-14</b>	7	9	7	2	5	30
<b>2012-13</b>	4	11	4	7	6	32
<b>2011-12</b>	3	6	3	3	4	19

## **Special Education**

Corona del Mar Middle/High School uses Specialized Academic Instruction (SAI) tailored to meet the individual needs of its 293 special education student caseloads. Currently, Special Education programs and services support 199 students with Individualized Education Plans (IEPs). These plans help students achieve academic, social, and post-secondary goals during their high school education. Other IEP determined support services include speech, language and visual services, occupational therapy, adaptive physical education, and counseling support. Least Restrictive Environment (LRE) principles guide special education student support and placement at Corona del Mar.

Counselors, teachers, and administrators have made a significant effort to address parent and student academic concerns through an increase in Student Study Team (SST) meetings and student-teacher-parent conferences. This approach has resulted in enhanced communication and identification of student unique needs. In 2017-18, 504 plans were developed for 94 students on campus to ensure that every child with a disability identified under the law receives the appropriate and necessary accommodations for academic success. In 2016-17 and again in 2017-18, 100% of the Corona del Mar Staff received professional development given by the school's Special Education department to educate teachers on the law, special education services, IEPs, and 504 plans.

There are nine SAI teachers in the Special Education Department, five of which are SAI mild teachers, a SAI moderate Special Day Class (SDC) teacher, a SAI moderate-severe SDC teacher, and two Applied Behavioral Analysis (ABA) moderate-severe autism teachers. The SAI teachers continue to work toward consistent implementation of an appropriate, rigorous curriculum in a pull-out setting with low student/teacher ratios. For those students who are mainstreamed, regular education teachers assist students with accommodations/modifications as stated in the student's IEP or 504 plan.

## **Autism/ABA Program**

For several years, CdM was the only district Special Day Classroom and Applied Behavioral Analysis (SDC ABA) secondary school site. In 2015-16, due to increased enrollment and district transportation needs, NMUSD opened another SDC ABA program at Costa Mesa Middle/High School. CdMHS is currently one of two District sites for the Autism/ABA program at the secondary level. In 2011-12, Corona del Mar created two SDC ADA classes: both classes are moderate/severe for students with autism. The school's moderate autism class supports students who function at a higher cognitive level and serves as a bridge between the SAI and Autism programs. Students from the moderate class are typically on a certificate of completion path and



work daily on functional life skills, social skills, and executive functioning. New for the 2017-2018 school year, CdM opened an SDC moderate/severe classroom for students who have moderate behaviors and are severely deficient academically. These students are on the certificate of completion track. The focus of this class is mostly on functionally, life skills and to explore career based skills.

The curriculum offered in the moderate, moderate/severe, and severe autism classes is directly driven by students' IEP goals. In 2016-17, 16 students were enrolled in Corona del Mar's SDC ABA program. Six of the students from the moderate class participate on the CdM Sparkle Cheer team, which is an inclusive pep squad program. For the 2017 school year, we have nine athletes who have joined our Sparkle pep team from both the moderate class and the moderate/severe class.

### **Monday Intervention**

Based on the 2011-12 CdMHS WASC Self-Study and Action Plan, the school committed to further address individual student needs through academic intervention. At that time, there was no designated intervention for student support built into the bell schedule. In 2014-15, Corona del Mar High School voted to structure 50 minutes of student-teacher intervention time into its bell schedule, while still on a traditional instructional day. In 2016-17 Corona del Mar moved to its block schedule and voted to keep weekly Monday intervention for students and teachers to meet outside of the a large group classroom setting. Monday intervention provides increased opportunities for students to work in an individualized setting with their teachers, as well as work with other students.

Monday Intervention supports the following learning opportunities for students on campus:

- Re-teaching and additional support from teachers
- Make-up and exam support from teachers
- Test corrections with support and supervision from teachers
- Content area practice and lab support
- Research time for students in the Student Resource Center and Library
- Homework time
- Student group collaboration time
- Viewing of course related videos and lectures
- Peer tutoring organized through the counseling department

Under Corona del Mar's Monday intervention program, students have the autonomy to decide how to best use their free-time, according to their academic needs throughout the year.

## **Technology**

Corona del Mar offers and encourages student and staff to access to a variety of software, hardware, applications, and devices to continue to develop technology skills. Increased access to technology programs paired with support and training both onsite and at the district level, allow for teachers to implement technology effectively and meaningfully into course curriculum. CdMHS supports the use of technology as a necessary tool to improve upon the student learning experience across disciplines.

On-site and on-staff, CdM has three Technology Coordinators, one Technology Support Specialist, two on-site district Digital Fellows, and an Instructional Coach assigned to Technology as a tool for instructional purposes. All members of the technology team on staff work to maintain and update school equipment, make sure that teachers' technology needs are met in the classroom, and educate the staff on technology and information literacy. There is also a Webmaster who maintains the school website. The instructional coaching team ensures that onsite professional development includes technology education and support in their presentations, on the website, and in their monthly newsletters. This team provides training in group settings and also one-on-one with teachers for a more in-depth, individualized, and less intimidating approach toward technology use.

The typical CdMHS classroom includes:

- Teacher Computer
- Teacher iPad
- Ethernet and Wireless Internet Access Point
- Document Camera
- Projection Unit and Screen
- Presentation Clicker
- Splashtop
- AirServer

All teacher computers have access to the following:

- Internet access
- Cloud Storage
- GAFE (Google Apps for Education)
- District Outlook webmail
- AERIES attendance software
- School Loop grading program
- File Server Access

- Group Folder access
- MS Office
- Adobe
- VLC and Windows Media Players
- Google Chrome internet browser
- All school printers and scanners

Recent professional development trainings offered by Instructional Coaches including technology are:

- EDPuzzle
- Google Drive
- Google Forms
- Schoology
- Google Classroom
- Flipped Classroom
- Screencast-o-matic
- Illuminate
- Socrative
- Remind 101
- Quizlet Live
- Kahoot
- Today's Meet
- E-signing Attendance
- Using Technology/iPad as a Time Saving Tool for Teachers

Professional development trainings and support offered by the district including technology are:

- Technology and Common Core
- Digital Safety
- Access and Assistance to District Programs
- Chromebooks
- Flipped Learning
- Google Apps for Education (GAFE)
- iPads
- Favorite Teacher Apps
- Favorite Student Apps
- PowerSchool Learning (formerly Haiku)
- Illuminate
- STEM/STEAM

- Other Board of Education approved Applications and Programs
- CS1C@OC-University of California Irvine Computer Science Certificate Teacher Education Program

### College Enrollment Data

CdM continues to focus on the commitment to prepare all students for admission to a four-year college. CdMHS has a consistent graduation rate of 99%. Over the past three years, on average 84% of all senior class graduates go onto a four-year college and 15.6% go onto a two-year college. Several services continue to be available to Corona del Mar students for college readiness support:

Post-Secondary Plans of CdM Graduates	Class of 2014	2014 % Attending College	Class of 2015	2015 % Attending College	Class of 2016	2016 % Attending College
# of Graduates	395	99%	404	99%	424	99%
Two-Year College	59	15%	77	19%	55	13%
Four-Year College	332	84%	323	80%	365	86%

1. Naviance: This is an electronic data management system that allows students, counselors, and parents to plan, prepare, and research college and career options as well as keeping track of the college application process. Naviance is introduced in the 9th grade and is utilized over the next three years. Each counselor has a one-on-one meeting with their junior and senior level caseload to review and monitor the use of Naviance. Teachers also use Naviance for the letter of recommendation writing process.
2. Counselors visit all junior classes in June to provide an overview of the college admissions process and to provide a detailed timeline for the submission requirements. Counselors review the components of Naviance, the college Common Application, college essay prompts, and the letter of recommendation process.
3. The PTA funds a summer workshop for incoming seniors to develop and refine personal statements for the college application process. This workshop is facilitated by a former college admissions officer.

4. The College Readiness Grant fund bi-weekly evening college essay/application workshops on campus for seniors during the fall semester. Each session is team-led by an English teacher and a counselor.
5. The CdM Foundation and counselors make available the College Planning Guide on the CdMHS website detailing exactly what each needs to know and to do for college admissions. This resource includes a college readiness timeline which begins in 9th grade and continues through one's senior year.
6. The CdM Foundation funds a College and Careers Program Coordinator who organizes weekly visits from several colleges and universities throughout the year.

### **Counseling and Support Services**

Corona del Mar offers various levels of support to its students dependent on their needs. Teachers and counselors work closely and communicate regularly to properly place students in their classes.

General student support at CdM includes:

- The school's Code of Conduct, Student Handbook, course enrollment forms, and syllabi communicate academic and behavioral standards, course prerequisites, expectations, and consequences.
- All students meet with their counselors individually at least once per year.
- Administrators work in tandem with the attendance office to track student attendance and communicate with teachers and parents concerning excessive absences and trancies.
- Counselors meet weekly and review D and F student data on a bi-quarterly basis. Students with multiple D and F grades are called into conference with their counselors to discuss academic progress and a possible course of action for improvement.
- Counselors provide at least one guidance lesson per grade level each year.
- Students face consequences, such as loss of privileges, based on attendance, tardies, and behavior.
- Counselors are available daily for students and maintain an open door, first-come first-service policy for visits.

Corona del Mar also provides more targeted programs and services for students identified as at-risk or high-risk. These students may struggle with progressing in a healthy way for a plethora of reasons: social dynamics, family life, substance abuse, academic difficulties, lack of positive coping skills due to stress, etcetera. Teachers, counselors, and administrators hold grade-alike meetings each semester on the Monday late start schedule to further identify at-risk or high-risk struggling students. In addition to the six counselors on staff, one full-time school psychologist, and one part-time school psychologist; a school social worker joined the CdMHS staff in 2017.

The school also offers the following programs to further support students:

Targeted student support programs at CdMHS include:

- ONE Recovery - an arts infused student and family support group focused on wellness of the individual
- Student Support Team (SST)
- Navig8 - a district funded drug and alcohol program
- The addition of a school social worker

Support programs with an academic focus at the school include:

- Monday intervention and student support time
- NHS tutoring in the Student Resource Center
- Peer tutoring organized by the counseling department
- Credit Recovery
- Middle school math intervention

## **Athletics**

The mission statement of Corona del Mar's Athletics Department is to enrich the mental, physical, emotional, and social well-being of all student athletes by providing cooperative and competitive opportunities which foster the development of lifelong values of sportsmanship, commitment, integrity, teamwork, individual effort, and good citizenship.

CdMHS believes that:

- Students are the highest priority.
- Participation in high school interscholastic athletics is an important part of a student's overall education experience, and is a privilege, not a right.
- Student athletes have an inherent responsibility to conduct themselves in a manner that reflects the values of the CIF, as well as the school, district, league, and community that they represent.
- Open and honest communication and mutual respect among coaches, parents, and athletes provide the foundation of a successful athletics program. Positive parental support and involvement enhance student growth and program quality.
- All stakeholders involved including members of athletic teams, pep and/or cheer squads, coaches, faculty, parents, booster club members, spectators, and volunteers have a duty to assure their sports programs impart important life skills and promote the development of sportsmanship, good character, and pursuing victory with honor.

In 2016, the total number of student athletes at Corona del Mar was 1,175. The number of students enrolled in competitive athletics by gender is 622 males and 358 females. CdM offers 22 varsity sports. There are also seven competitive sports available for middle school students. Corona del Mar High School is a member of the Pacific Coast League under the governance of the California Interscholastic Foundation (CIF) and offers the following number of boys and girls teams classified by sport and competition level:

<b>11 Boys' Sports: 33 Teams</b>	<b>11 Girls' Sports: 28 Teams</b>	<b>3 Coed Sports: 7 Teams</b>
Baseball: Var, JV, Fr/So	Softball: Var	Football: Var, JV, Fr/So
Basketball: Var, JV, Soph, Fr/So	Basketball: Var, JV	Surfing: Var
Cross-Country: Var, JV, Fr/So	Cross-Country: Var, JV, Fr/So	Wrestling: Var, JV, Fr/So
Golf: Varsity, JV	Golf: Varsity, JV	
Lacrosse: Var, JV, Fr/So	Lacrosse: Var, JV, Fr/So	
Soccer: Var, JV, Fr/So	Soccer: Var, JV, Fr/So	
Swim: Var, JV, Open	Swim: Var, JV, Open	
Tennis: Var, JV, Fr/So	Tennis: Var, JV, Fr/So	
Track: Var, JV, Fr/So	Track: Var, JV, Fr/So	
Volleyball: Var, JV, Fr/So	Volleyball: Var, JV, Fr/So	
Water Polo: Var, JV, Open	Water Polo: Var, JV, Open	

In 2016-2017, Corona del Mar High School was placed in a larger school division under CIF and will join the Sunset League in 2018-2019. In 2017, 21 of the school's varsity teams were recognized by CIF for having a team G.P.A. of over 3.0. Moreover, eleven teams had unweighted GPAs of over 3.5. Corona del Mar has won overall 81 CIF Southern Section Championships and 12 California Interscholastic Federation State Championships.

### **Signature Academies**

Corona del Mar High School is home to two of the district's Signature Academies of Study: the Academy of Global Studies (AGS) and the Performing Arts and Multimedia Academy (PAMA). The Newport-Mesa Unified School District developed its Signature Academy Program in 2014 to offer students a global competitiveness to better prepare them for college and career success. All NMUSD Signature Academies aspire to take students beyond the basics to elevate their academic vision. All academies have a global competitiveness theme. Students choosing to enroll in the

Signature Academies receive unique curriculum options and supplemental activities that complement the successful core academic programs at each of its four high schools. Each high school academy approaches global competitiveness from a unique angle and includes specialty programs centered on key, industry leading careers and areas of study such as Science, Technology, Engineering, Arts and Math (STEAM).

CdMHS believes that its Signature Academies:

- help students embrace a passion for learning throughout their educational careers that translates and transports on a global scale.
- offer students a "Passport to Possibilities" that empowers them with the skills and tools for global competitiveness and the capacity to develop global relationships.

### **The Academy of Global Studies**

The Academy of Global Studies (AGS) curriculum offers a full spectrum of courses designed to foster critical thinking skills, collaboration and problem solving. Students participate in a rigorous curriculum within the social studies and world language departments that empower them to be globally competitive. Curriculum based projects and activities help develop skills and tools to foster international relationships with schools in Brazil and Japan. AGS students are recognized at graduation. Students who begin the Academy in 2017 school year will be under the following program of study:

Required Course	Language Requirements	Cultural Studies I, II, III	Additional Coursework (3 units)
AP Human Geography	Must qualify and earn the CA Seal of Biliteracy	International School Partnership	Students must earn 3 additional elective units for program graduation. These units can be earned in one of the following ways: <div><div>1. An approved college course</div><div>2. Global Perspectives for International Travelers (UCSD course tied to one</div></div>
AGS AP World History		Students will be partnered with a student from a school abroad in their 9th, 10th and 12th grade years. With their foreign counterpart, they will complete 4-8 assignments a year for credit. This will	
International Relations			
AGS AP US History			



AP Comparative Government and Politics / AP Macroeconomics		culminate in the tangible for their Senior Project.	of the AGS international travel trips.)
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## Performing Arts and Multimedia Academy

In the Performing Arts and Multimedia Academy (PAMA), students are exposed to the richness of artistic expression. PAMA is a place for students to develop connections with their peers who share a passion for the arts, as well as with professionals already in the field. PAMA also helps students identify the art in which they would most like to pursue a career. PAMA is broken down into six different pathways including Theatre, Digital Media Arts, Drawing and Painting, Music, Ceramics/3D Art and Dance. PAMA's goal is to recognize and honor high achieving students in the arts and give them the tools to further develop their craft and pursue it in their future studies and careers. Students enrolled in PAMA's advanced courses are encouraged to pursue the pathway requirements to receive PAMA recognition upon graduation. Students must complete the following PAMA pathway courses along with other coursework for their certain pathway:

<b>PAMA Pathway Sequences</b>
<p>Pathway Sequence of courses for Theatre students:</p> <ul style="list-style-type: none"> <li>● Introductory Course: Intro to Theatre (one year),</li> <li>● Concentration Course: Intermediate Theatre (one year),</li> <li>● Capstone Course: Advanced Theatre (one year)</li> <li>● Senior Project</li> </ul>
<p>Pathway Sequence of courses for Digital Media Arts students:</p> <ul style="list-style-type: none"> <li>● Introductory Course: Art I (one year),ROP Visual Imagery</li> <li>● Concentration Courses: ROP Film and Digital Media, ROP Art of Animation</li> <li>● Capstone Course: ROP Computer Graphics (one year)</li> <li>● AP 2D Design Portfolio (Students may also elect to do this class during their senior year. Please discuss with your advisor)</li> <li>● Senior Project</li> </ul>
<p>Pathway Sequence for Drawing and Painting students:</p> <ul style="list-style-type: none"> <li>● Introductory Course: Art I or II (one year),</li> <li>● Concentration Course: Art II or III (one year),</li> </ul>

<ul style="list-style-type: none"> <li>● Capstone Course: Art IV or AP Studio Portfolio- 2D Design or Drawing (one year)</li> <li>● AP 2D Design Portfolio (students may elect to do this class during their senior year if they have completed one ROP Digital Media Arts course)</li> <li>● Senior Project</li> </ul>
<p>Pathway Sequence for Music students:</p> <ul style="list-style-type: none"> <li>● Introductory Course: Concert Choir, Band I, Choir I, Orchestra I or Stage Band (one year),</li> <li>● Concentration Course: Choir II, Band II, or Orchestra (one year),</li> <li>● Capstone Course: Choir III, Vocal Ensemble, Band III, Orchestra III (one year)</li> <li>● Senior Project</li> </ul>
<p>Pathway Sequence for Ceramics/3D Art students:</p> <ul style="list-style-type: none"> <li>● Introductory Course: Art I (one year)</li> <li>● Concentration Courses: Art II, Beginning Ceramics</li> <li>● Capstone Course</li> <li>● Senior Project</li> </ul>
<p>Pathway Sequence for Dance students:</p> <ul style="list-style-type: none"> <li>● Minimum of two years in one of the following classes: Orchesis (Advanced Dance Production), Intermediate Dance or Song</li> <li>● Senior Project</li> </ul>

## **Career Technical Education**

Corona del Mar High School provides four ROP course offerings in a three course sequenced pathway in Design, Visual and Media Arts. Two courses are articulated with Orange Coast College, one with Coastline Community College, and one with Saddleback Community College. All four courses are A-G approved. Career Technical Education (CTE) offers students knowledge, skills, and training to succeed in a career.

The District's Office of College and Career Education has a CTE Advisory with representation from industry, special populations, post-secondary, the Workforce investment Board, and the Orange County Department of Education. Teachers are kept current with industry by their respective pathway advisories and by Regional Industry Pathway Days sponsored by CTE and Vital Link. The Naviance Career Exploration program is integrated into the curriculum beginning in the 6th grade with Career Exploration Projects proceeding through middle school and high school.

The Office of College and Career Education evaluates CalPads data each summer and meets with the high school administration team to review the data to improve student placement, engagement, and completion of pathways. The primary representatives of the CTE Advisory committee include: CTE teachers, CTSO Representatives, parents, CTE counselors, ROP's career specialists, as well as members from our community colleges, Workforce Investment Board, and District Board of Education. In addition, industry representatives are from sectors such as Environmental Resources, Construction, Health/Patient Care, Engineering, Business, Information Computer Technology, Digital Media Arts, and Hospitality/Culinary.

### **CTE Participation Data**

<b>Measure</b>	<b>2015 CTE Program Participation</b>	<b>2016 CTE Program Participation</b>
Number of pupils participating in CTE	133	126
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%	100%

### **Corona del Mar High School Student Performance Data**

#### **AP/Enrollment Data**

Corona del Mar High School is committed to its Advanced Placement programs. All CdMHS AP courses encourage proper student placement based on teacher recommendation, prior academic performance, test results, and prerequisites. However, Advanced Placement courses are open to all students. In 2016, CdM offered 23 AP courses with the expectation that all students sign up to take their respective AP exams. Since 2012, Corona del Mar has added 6 new AP courses. As of 2017, 97.3% of all students enrolled in AP courses took their AP exams.

#### **Number of Students Taking AP Exams by Year**

<b>Year</b>	<b>Number of Students Taking AP Exams</b>	<b>Percentage of High School Student Body</b>
2017	864	48.7%
2016	795	45.8%
2015	723	41.8%
2014	617	35.7%
2013	599	35.5%
2012	653	39.9%

## 2017 Advanced Placement Testing Data

Course	2017 # Of Test	2017 National Pass Rate	2017 CdM Pass Rate	2017 CdM Participation Rate
Art History	81	61.1%	88.8%	94%
Biology	78	63.7%	88.4%	97%
Calculus AB	36	57.1%	58.3%	109%
Calculus BC	89	80.6%	68.5%	98%
Chemistry	108	51%	55.5%	96%
Chinese Lang/Culture	3	91.4%	100%	**
Comparative Govt	72	67.8%	98.6%	97%
Computer Science	28	66.7%	78.5%	111%
Econ-Macro	82	56.1%	63.4%	81%
Econ-Micro	5	67.6%	80%	*
English Lang/Comp	191	54.8%	77.4%	98%
English Lit/Comp	77	52.4%	89.6%	99%
Environ Science	25	49.2%	68%	96%
French Language	25	72%	73.5%	100%
US Govt/PolSci	32	49.3%	65.6%	107%
Human Geography	50	48.6%	90%	100%
Music Theory	8	60.7%	50%	65%
Physics C-Mech	59	79%	98.3%	98%
Psychology	142	63.9%	83.8%	98%
Spanish Language	89	88.4%	96.6%	97%
Statistics	113	53.6%	79.6%	98%
Studio Art 2D	5	84.8%	100%	83%
Studio Art-Drawing	8	85.2%	100%	100%
US History	74	50.8%	93.2%	100%
World History	221	54.8%	80.9%	100%

## 2016 Advanced Placement Testing Data

Course	2016 # Of Tests	2016 National Pass Rate	2016 CdM Pass Rate	2016 CdM Participation Rate
Art History	122	61.4%	91%	92%
Biology	121	61.1%	92%	100%
Calculus AB	36	59.5%	33%	100%
Calculus BC	136	81.1%	68%	100%
Chemistry	56	53.6%	64%	96%
Chinese Lang/Culture	1	93.7%	100%	**
Comparative Govt	76	62.2%	96%	97%
Computer Science	22	64.5%	86%	100%
Econ-Macro	8	57%	86%	*
English Lang/Comp	139	55.4%	83%	99%
English Lit/Comp	71	54.6%	90%	99%
Environ Science	105	45.6%	63%	95%
French Language	22	76.5%	82%	100%
US Govt/PolSci	26	50.8%	85%	93%
Human Geography	65	51.8%	97%	95%
Physics C-Mech	62	77.4%	98%	97%
Psychology	135	64.2%	87%	95%
Spanish Language	86	89.4%	94%	91%
Statistics	102	60.9%	94%	97%
Studio Art-Drawing	14	82.9%	100%	87%
US History	60	52.4%	90%	95%
World History	157	51.6%	89%	96%

*\*In 2016 and 2017, AP Economics-Macro and Micro were not offered as courses. The number of students shown above to have taken the AP Macroeconomics and Microeconomics exams, chose to do so after having taken a non-AP Economics course on campus.*

*\*\*AP Chinese Language and Culture is offered as a course beginning the 2017-2018 school year.*

## 2015 Advanced Placement Testing Data

Course	2015 # Of Tests	2015 National Pass Rate	2015 CdM Pass Rate	2015 CdM Participation Rate
Art History	89	57.6%	83%	93%
Biology	117	64.3%	92%	97%
Calculus AB	36	57.4%	64%	95%
Calculus BC	108	79.7%	83%	98%
Chemistry	56	53.4%	86%	98%
Chinese Lang/Culture	2	93.1%	100%	100%
Comparative Govt	52	56.7%	81%	94%
Computer Science	28	64.3%	75%	100%
Econ-Macro	45	54.6%	53%	66%
English Lang/Comp	99	55.5%	98%	98%
English Lit/Comp	70	56.2%	90%	97%
Environ Science	55	47%	73%	85%
French Language	22	72.9%	82%	100%
US Govt/PolSci	27	48%	44%	77%
Human Geography	64	53%	95%	95%
Physics C-Mech	40	77.9%	90%	89%
Psychology	141	66.2%	94%	100%
Spanish Language	65	85.2%	93%	98%
Statistics	70	57.8%	83%	100+%
Studio Art-Drawing	20	72%	85%	95%
US History	76	51.2%	99%	100%
World History	162	52.1%	88%	98%

## 2014 Advanced Placement Testing Data

Course	2014 # Of Tests	2014 National Pass Rate	2014 CdM Pass Rate
Art History	71	59.8%	97%
Biology	86	63.8%	94%
Calculus AB	66	58.7%	62%
Calculus BC	61	81.5%	89%
Chemistry	30	52.4%	100%
Chinese Lang/Culture	1	94.2%	100%
Econ-Macro	85	56.8%	67%
English Lang/Comp	71	56%	94%
English Lit/Comp	63	55%	98%
Environ Science	101	47.2%	75%
European History	35	59.6%	77%
French Language	23	77.9%	91%
US Govt/PolSci	88	50.8%	88%
Physics C-Mech	29	75.9%	93%
Psychology	91	65.5%	92%
Spanish Language	56	89.3%	96%
Statistics	70	59.4%	80%
Studio Art-Drawing	13	77.5%	100%
US History	73	52.5%	97%
World History	160	53.9%	83%

## 2013 Advanced Placement Testing Data

Course	2013 # Of Tests	2013 National Pass Rate	2013 CdM Pass Rate
Art History	72	60.9%	97%
Biology	121	63.1%	92%
Calculus AB	26	59.2%	65%
Calculus BC	100	80.7%	74%
Chemistry	27	58.5%	100%
Chinese Lang/Culture	1	57.5%	100%
Econ-Macro	56	53.1%	68%
English Lang/Comp	88	65.1%	94%
English Lit/Comp	74	58.1%	86%
Environ Science	88	47.9%	76%
European History	35	63.9%	63%
French Language	31	74.7%	61%
US Govt/PolSci	63	51.7%	83%
Physics C-E&M	1	67.3%	100%
Physics C-Mech	27	73%	89%
Psychology	95	67.5%	91%
Spanish Language	58	56.3%	66%
Statistics	60	57.8%	80%
Studio Art-Drawing	8	60.5%	100%
Studio Art 2D Design	2	79.1%	100%
US History	83	53.9%	100%
World History	127	48.6%	80%



## 2012 Advanced Placement Testing Data

Course	2012 # Of Tests	2012 National Pass Rate	2012 CdM Pass Rate
Art History	71	59.9%	83%
Biology	120	50.6%	71%
Calculus AB	84	59.1%	60%
Calculus BC	58	82.7%	90%
Chemistry	49	54.6%	98%
Econ-Macro	42	55.1%	64%
English Lang/Comp	97	60%	93%
English Lit/Comp	97	56.6%	93%
Environ Science	67	50.2%	51%
European History	31	65.8%	68%
French Language	22	73.7%	68%
US Govt/PolSci	51	52.2%	88%
Latin: Vergil	13	62.9%	38%
Physics C-Mech	31	76.7%	97%
Psychology	96	66.1%	82%
Spanish Language	65	57.05%	48%
Statistics	63	58.8%	73%
Studio Art-Drawing	4	73.4%	100%
Studio Art 2D Design	3	74.8%	100%
US History	98	54.9%	92%
World History	171	52.94%	89%

## Scholastic Aptitude Test-SAT Testing Data

Corona del Mar High School Students consistently perform well on both the SAT and ACT tests. CdMHS students continue to score well above district, state, and national averages on the SAT and ACT tests.

<b>2016 Mean SAT Scores</b>	<b>CdM</b>	<b>NMUSD</b>	<b>State</b>	<b>National</b>
Reading	569	511	498	497
Math	586	521	510	513
Writing	565	501	496	487

<b>2015 Mean SAT Scores</b>	<b>CdM</b>	<b>NMUSD</b>	<b>State</b>	<b>National</b>
Reading	570	508	495	495
Math	588	519	506	511
Writing	566	500	491	484

<b>2014 Mean SAT Scores</b>	<b>CdM</b>	<b>NMUSD</b>	<b>State</b>	<b>National</b>
Reading	568	518	498	497
Math	595	531	510	513
Writing	572	515	496	487

<b>2013 Mean SAT Scores</b>	<b>CdM</b>	<b>NMUSD</b>	<b>State</b>	<b>National</b>
Reading	556	513	498	496
Math	573	531	512	514
Writing	560	510	495	488

<b>2012 Mean SAT Scores</b>	<b>CdM</b>	<b>NMUSD</b>	<b>State</b>	<b>National</b>
Reading	566	521	495	496
Math	584	536	512	514
Writing	578	526	496	488

### **American College Testing-ACT Testing Data**

The following data reflects the achievement of CdMHS graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work.

<b>Composite ACT Scores</b>	<b>CdM</b>	<b>NMUSD</b>	<b>State</b>	<b>National</b>
2017	27.5	In progress	22.8	21.0
2016	27.1	25	22.0	20.8
2015	26.3	24.7	22.0	21.0
2014	26.9	24.7	22.3	21.0
2013	26.8	24.7	22.2	20.9
2012	25.4	23.8	22.1	21.1

<b>CdM ACT Scores Per Section</b>	<b>English</b>	<b>Math</b>	<b>Reading</b>	<b>Science</b>
2017	28.2	27.1	27.5	26.4
2016	27.6	26.6	27.1	26.4
2015	26.9	26.2	26.5	25.8
2014	27.6	26.8	26.6	26.1
2013	27.0	27.1	26.6	26.1
2012	25.8	25.5	25.2	24.5

## California Assessment of Student Performance and Progress

Corona del Mar students have historically performed well on standardized tests. CdM staff attributes this success to aligned curriculum with the standards, lessons and assessments designed to address various depths of knowledge and practice, and a school and district wide commitment to literacy in all academic disciplines. Before the adoption of the Smarter Balanced Assessment Consortium (SBAC) in 2015, students took the California Standards Test (CST), as well as the California High School Exit Exam (CAHSEE).

CdM first gave the SBAC exam in the spring of 2015. Sea King students performed well, outperforming both district and state scores. In the area of English Language Arts, 87% of all 11th graders tested, met or exceeded the standard. In the area of Mathematics, 69% of all 11th graders tested, met or exceeded the standard. The school experienced a drop in scores on the 2016 SBAC. CdM staff attributes this drop in test scores to the feedback provided by students that certain 11th grades gave little effort on the test. To address this perceived data, in 2017, a series of videos were played on announcements that educated students about the importance of SBAC testing. Teachers also addressed the impact of the SBAC exam and standardized tests as they pertain to the school's rating and ranking.

### Smarter Balanced Assessment-SBAC Test Results (11th grade)

<b>SBAC-English Language Arts Overall Achievement</b>	<b>CdM 2015</b>	<b>CdM 2016</b>	<b>NMUSD 2016</b>	<b>State 2016</b>
# of Students Enrolled	448	424	1,805	476,352
# of Students Tested	420	393	1,714	439,660
# of Students With Scores	420	392	1,705	434,097
Mean Scale Score	2673.6	2629.2	2610.7	2599.8
Standard Exceeded: Level 4	50%	31%	25%	26%
Standard Met: Level 3	37%	34%	38%	33%
Standard Nearly Met: Level 2	9%	23%	23%	22%
Standard Not Met: Level 1	4%	13%	14%	19%

<b>SBAC-English Language Arts</b> Reading: Demonstrating Understanding of Literary and Non-Fictional Text	<b>CdM 2015</b>	<b>CdM 2016</b>	<b>NMUSD 2016</b>	<b>State 2016</b>
Above Standard	55%	40%	32%	29%
At or Near Standard	40%	48%	53%	51%
Below Standard	6%	12%	15%	20%

<b>SBAC-English Language Arts</b> Writing: Producing Clear and Purposeful Writing	<b>CdM 2015</b>	<b>CdM 2016</b>	<b>NMUSD 2016</b>	<b>State 2016</b>
Above Standard	62%	40%	35%	35%
At or Near Standard	35%	43%	48%	44%
Below Standard	3%	17%	17%	22%

<b>SBAC-English Language Arts</b> Listening: Demonstrating Effective Communication Skills	<b>CdM 2015</b>	<b>CdM 2016</b>	<b>NMUSD 2016</b>	<b>State 2016</b>
Above Standard	36%	30%	23%	21%
At or Near Standard	59%	60%	65%	62%
Below Standard	5%	10%	12%	17%

<b>SBAC-English Language Arts</b> Research/Inquiry: Investigating, Analyzing, and Presenting Information	<b>CdM 2015</b>	<b>CdM 2016</b>	<b>NMUSD 2016</b>	<b>State 2016</b>
Above Standard	60%	36%	38%	37%
At or Near Standard	37%	49%	50%	48%
Below Standard	3%	14%	12%	15%

<b>SBAC- Mathematics Overall Achievement</b>	<b>CdM 2015</b>	<b>CdM 2016</b>	<b>NMUSD 2016</b>	<b>State 2016</b>
# of Students Enrolled	448	424	1,806	476,321
# of Students Tested	421	394	1,720	438,518
# of Students With Scores	420	392	1,705	432,383
Mean Scale Score	2668.6	2653.4	2591.6	2567.8
Standard Exceeded: Level 4	33%	29%	16%	13%
Standard Met: Level 3	36%	35%	25%	20%
Standard Nearly Met: Level 2	19%	21%	25%	25%
Standard Not Met: Level 1	12%	15%	34%	43%

<b>SBAC-Mathematics Concepts &amp; Procedures: Applying Mathematical Concepts and Procedures</b>	<b>CdM 2015</b>	<b>CdM 2016</b>	<b>NMUSD 2016</b>	<b>State 2016</b>
Above Standard	51%	49%	28%	21%
At or Near Standard	35%	33%	32%	30%
Below Standard	14%	18%	40%	49%

<b>SBAC-Mathematics Problem Solving &amp; Modeling Data Analysis</b>	<b>CdM 2015</b>	<b>CdM 2016</b>	<b>NMUSD 2016</b>	<b>State 2016</b>
Above Standard	37%	29%	19%	16%
At or Near Standard	53%	53%	53%	49%
Below Standard	10%	18%	28%	35%

<b>SBAC-Mathematics</b> Communicating Reasoning: Demonstrating Ability to Support Mathematical Conclusions	<b>CdM 2015</b>	<b>CdM 2016</b>	<b>NMUSD 2016</b>	<b>State 2016</b>
Above Standard	39%	38%	22%	17%
At or Near Standard	55%	54%	57%	56%
Below Standard	7%	9%	20%	28%

**California Science Test (CST)-Science Test Results (10th grade)**

<b>CdM CST- Science Achievement Results</b>	<b>CdM 2012</b>	<b>CdM 2013</b>	<b>CdM 2014</b>	<b>CdM 2015</b>	<b>CdM 2016</b>
# of Students Enrolled	410	415	460	431	414
# of Students Tested	396	410	436	402	392
# of Students With Scores	396	409	434	401	387
Mean Scale Score	386.9	403.8	409.2	418.1	412
Advanced or Proficient	81%	81%	88%	88%	87%
Basic	13%	15%	10%	10%	10%
Below or Far Below Basic	6%	4%	2%	1%	3%

<b>District CST- Science Achievement Results</b>	<b>NMUSD 2012</b>	<b>NMUSD 2013</b>	<b>NMUSD 2014</b>	<b>NMUSD 2015</b>	<b>NMUSD 2016</b>
Mean Scale Score	377	378.9	378.2	381.7	374.2
Advanced or Proficient	67%	68%	69%	68%	63%
Basic	22%	21%	21%	23%	24%
Below or Far Below Basic	12%	11%	11%	9%	12%

<b>State CST- Science Achievement Results</b>	<b>State 2012</b>	<b>State 2013</b>	<b>State 2014</b>	<b>State 2015</b>	<b>State 2016</b>
Mean Scale Score	357.3	360.4	359.9	357.7	353.5
Advanced or Proficient	53%	54%	56%	53%	50%
Basic	26%	26%	26%	29%	30%
Below or Far Below Basic	21%	20%	18%	18%	21%

### **D/F Data by Content Area**

The D/F report is generated at every progress marking period (five weeks) and is available to teachers, counselors, and administrators. Parents are notified of D/F grades through progress reports. School goals concerning the use of D/F data are: 1) to identify courses that may need some adjustments for student success; 2) to aid departments in pinpointing the areas that may need additional resources to facilitate student success; and 3) to allow individual teachers and departments to self-reflect on their classroom pedagogy and differentiated instructional practices. These goals will assist teachers in improving student learning, pinpoint where re-teaching may need to occur, and, provide data to facilitate the ongoing department discussions on grading, rubrics, and standards-based common assessments. This data has also been used to create an UC A-G approved after school credit recovery program for math and language arts and an in-school credit recovery course (not A-G approved) for credit toward high school graduation.

### **D/F Data by Semester**

The data below reflects both fall and spring semester D/F grades for high school students over several years. This data is presented first as overall D/F grades for all high school courses broken down by number of students with either a D or F grade and by the percent of students with a D or F grade. The D/F grade data is then broken down further by the overall number and percent of students who earned a D or F grade in high school English and/or Mathematics.



### Overall D/F Grade Data

Year	Semester	Student Population	# of Students with D/F	% of Students with D/F
<b>Grades 9-12</b>				
<b>2017</b>	Spring	1739	256	14.7%
<b>2016</b>	Fall	1775	295	16.6%
<b>2016</b>	Spring	1718	200	11.6%
<b>2015</b>	Fall	1754	163	9.2%
<b>2015</b>	Spring	1679	165	9.8%
<b>2014</b>	Fall	1692	202	11.9%
<b>2014</b>	Spring	1691	285	16.9%
<b>2013</b>	Fall	1721	269	15.6%
<b>2013</b>	Spring	1660	232	14.0%
<b>2012</b>	Fall	1686	267	15.8%
<b>2012</b>	Spring	1600	325	20.4%
<b>2011</b>	Fall	1591	289	18.1%

### D/F Data for English Language Arts

Year	Semester	# of Students with D/F	% of Students with D/F
<b>Grades 9-12</b>			
<b>2016-2017</b>	Fall	116	6.5%
	Spring	103	5.9%
<b>2015-16</b>	Fall	53	3.0%
	Spring	69	4.0%
<b>2014-2015</b>	Fall	77	4.6%
	Spring	68	4.0%
<b>2013-2014</b>	Fall	82	4.9%
	Spring	74	4.3%
<b>2012-2013</b>	Fall	89	6.6%
	Spring	109	5.5%

### **D/F Data for Mathematics**

<b>Year</b>	<b>Semester</b>	<b># of Students with D/F</b>	<b>% of Students with D/F</b>
<b>Grades 9-12</b>			
<b>2016-2017</b>	Fall	179	10.0%
	Spring	153	8.8%
<b>2015-16</b>	Fall	110	6.3%
	Spring	131	7.6%
<b>2014-2015</b>	Fall	95	6.0%
	Spring	97	5.8%
<b>2013-2014</b>	Fall	152	9.7%
	Spring	199	13.0%
<b>2012-2013</b>	Fall	147	9.7%
	Spring	141	9.3%

### **Student Participation and Leadership**

Over 75% of CdMHS students are active on academic teams, in student leadership groups and participate in athletics. Corona del Mar offers the following student leadership groups on campus.

#### **Academic Decathlon / Pentathlon**

Students of varying academic levels compete in the areas of art, economics, music, language/literature, mathematics, science and social science. Within their competitions students take multiple choice tests, write essays, and deliver speeches, and work together in a quiz relay. Students are coached on-campus by a teacher-advisor and parent volunteers. The program works hard to encourage and empower all members regardless of their academic report card or GPA.

#### **Associated Student Body (ASB)**

Since the last visit in 2012, ASB has established specific criteria for a club to be recognized on campus. Club officers are required to submit a roster of members, date/meeting times, advisor information, and club meeting minutes in order to be recognized as a valid club. CdMHS currently has over 73 active clubs on campus.

### **At Your Service (AYS)**

AYS is a student leadership group on campus that focuses on connecting the student body to community service opportunities in the Orange County area, as well as running events on campus and contacting speakers to talk about internships and volunteer opportunities. CdM's At Your Service sponsors "giving back week" each November and organizes a campus-wide food drive.

### **Future Business Leaders of America (FBLA)**

FBLA is a student team that competes in various areas under the umbrella of business. The team strives to cultivate innovative leadership skills, public speaking skills, career development and awareness, as well as creativity, and an appreciation for the business world and its nuances. Students attend conferences, competitions and meetings throughout the school year.

### **Human Relations Council (HRC)**

The Human Relations Council (HRC) is dedicated to serving as a catalyst for positive action and change by promoting unity across campus while creating an interconnected campus that listens, accepts, and respects all student voices. The Human Relations Council was founded to promote tolerance while improving its members' leadership skills. HRC strives to foster better teacher-student-administration relationships and utilizes a student-centered leadership model. HRC consists of a collection of students from diverse backgrounds who come together and work toward establishing a tangible sense of unity on campus; they focus campaign efforts on the greater student body as opposed to any one particular subgroup.

The main campaign of HRC is called Silence the Violence; it is a multi-tiered campaign that advocates for victims of violence, bullying and social ostracisation. Activities include carefully edited video PSAs, powerful visual aids and posters, a well-calculated social media campaign, and a culminating Day of Silence. The campaign provides a platform for those too are afraid to speak up against the aforementioned issues afflicting them and their peers. The campaign and organization are committed to raising awareness and pulling the student body into a proactive approach and out of a more historical reactive approach to such things as bullying.

### **Mock Trial**

The Mock Trial team prepares and argues pretrial motions as well as the defense and prosecution for a competitive lower-court trial simulation. Students argue a case before a judge at the Santa Ana Superior Court. Team members serve in all capacities for the trials; witnesses, bailiffs, lawyers, and court reporters. The judge and local lawyers score the rounds and participants. The Mock Trial program allows students to develop the skills necessary for the mastery of state content standards for history and social science. Through performance-based education, the program furthers an understanding of both the content and processes of our legal system; increases

students basic skills, analytical ability, and self-confidence, while promoting cooperation among students of various cultures and interests. The Mock Trial program also allows students to interface with members of the legal profession.

### **National Honor Society (NHS)**

The National Honor Society (NHS) is one of the nation's premier student organizations, recognizing outstanding high school students who demonstrate excellence in the areas of scholarship, leadership, service, and character. The CdM chapter of NHS was established in 2006. It honors CdM students that demonstrate outstanding academics, leadership, service and character. Membership is selective and students are evaluated on their written application, a group interview, and staff recommendations. It is open to 10th through 12th graders, with a yearly application process.

NHS members must maintain a 3.5 GPA, complete group service projects and individual service hours. NHS students volunteer at Pomona Elementary School and sponsor a yearly children's book drive/book fair for the students at Pomona Elementary School. NHS also sponsors Academic Integrity Week held in January of each year just before first semester finals. Activities include daily announcements, posters on campus, student surveys, letters to parents and staff, and a campus-wide pledge event where students pledge to conduct themselves with integrity during finals. In 2014-15 NHS initiated a peer tutoring program during the intervention time on Monday late starts. Students who need academic assistance can come to the Student Resource Center for peer tutoring. NHS also sponsors Leadership week in April during which time they host student leaders from across campus and the elementary feeder schools for a dinner and speaker on leadership.

### **Peer Assistance Leadership (PAL)**

The Peer Assistance Leadership (PAL) Program is a school-based, peer-to-peer youth development program. The program is built upon a philosophy of students helping students. Members build a positive school climate through youth leadership, mentoring and service learning. PAL peer leaders put on various themed weeks throughout the year including: Red Ribbon Week (drug and alcohol awareness), Yellow Ribbon Week (suicide prevention), De-Stress Week, and Appreciating Diversity Week.

The PAL program supports the School's ESLRs and Core Values in the areas of leadership, communication, team building, and problem solving. Students are selected to serve on PAL through an evaluation process which includes essay writing, letters of recommendation, and an interview. Membership is maintained through active involvement in the various campaigns and maintain their commitment to a drug and alcohol free life.

### **Speech and Debate**

Students meet weekly in the evenings to hone their public speaking, research, and debate skills. Throughout the year, students compete statewide in a variety of categories sponsored by the National Forensic League (NFL), Junior Statesmen of America (JSA), and Model United Nations (MUN). Students are recognized for individual and team achievements through the awarding of points in the NFL Honor Society as well as best speaker gavels, best delegate awards, and research commendations. Team members also participate in three overnight debate conferences.

### **STEM Team/Robotics**

The STEM (science, technology, engineering and math)/Robotics team under the direction of the physics teachers plans and prepares students for their mid-year competition at UCI and their year-end competition at UC Davis. The team emphasizes cooperation, collaboration, problem solving skills, design, innovation, communication and, general technology competence associated with robotics. Students meet with their advisors weekly to hone the aforementioned skills and build their team's readiness to compete successfully.

### **Youth and Government**

Youth and Government is a student program that guides its members through mock state government and the democratic process. Students attend weekly meetings, two weekend conferences, and five days in Sacramento where they argue cases, debate legislation, and see democracy in action. Students gain a tangible understanding of California and its legislative structure and processes by participating in a full-scale simulation wherein they perform various job functions of actual elected officials and various other jobs closely aligned within state government. Students are selected for Youth and Government through an involved try-out process during which they demonstrate their ability to research, speak, write, and execute the skills associated with a successful government official.

### **Parental Support and Participation**

Corona del Mar parents are active stakeholders invested in student learning and the overall educational experience at CdMHS. The CdM parent community values education and supports both staff and students in many positive ways. The school's parents communicate regularly with teachers and administrators regarding student progress and volunteer their time to work on campus. There are three major parent groups that support Corona del Mar financially in the areas of staffing, teaching materials and supplies, program needs, and technology advancement.

### **CdM Boosters**

The Boosters help to fulfill the supplementary funding needs in the areas of academics, activities, arts and athletics. Grants are awarded for such things as classroom supplies, chairs, sheet music, whiteboards, supplemental materials, software and sports equipment. They also fund larger items such as guest speakers, teacher trainings, and technology needs for the science department and STEM program. CdM relies on the funding from the Boosters to gap-fill district funding shortfalls. Funding is distributed through a grant approval process. The CdM boosters also provides teachers with a Staples gift card at the beginning of each school year.

### **CdM Foundation**

The CdM Foundation mission is to inspire and enable all students to demonstrate a positive attitude, responsible citizenship, independent complex thinking, developed technology proficiency, and effective communication skills in order to contribute to and be successful in our global community. CdM Foundation is a non-profit organization that has supported CdM through generous donations for many years. The 2017-18 annual Foundation budget was set at \$1,450,000 after having raised extensive funds for the renovation of the school library into an innovative Learning Resource Center (LRC). These expenditures are focused on personnel, capital improvement projects, as well as large scale technology purchases. Some specific highlights include funding a 60% counseling position, creating a Student Resource Center (SRC) and purchasing eight sets of laptop carts (20 computers per cart), five classroom sets of iPads (of 40 each), and providing teachers with iPads and upgrading the Science department computer lab. Other facility projects include renovating the attendance office, health office and library.

### **CdM PTA**

The PTA provides financial support to students and teachers through a philanthropic lense. The group strives to allow students with financial roadblocks to join their peers in events where money may preclude their attendance and enjoyment such as Prom or Grad-Night. The PTA also provides academic financial support to students by assisting with AP testing costs, and holds a specific line in their budget focused solely on student need. Additionally, the PTA conducts one of the largest fundraisers known as the Home Tour. This event raises over \$200,000 which is funneled directly back into the school through teacher grants. Teachers can present their needs to the PTA and earn up to \$1,500 toward their specific needs. New teachers are given a \$200 check towards establishing their classrooms when newly hired.



## Chapter II Progress Report



Cultivate Integrity ■ Develop Resiliency ■ Model Empathy

## **Chapter II: Progress Report**

### **Significant Changes and Developments**

Corona del Mar High School's enrollment has increased by approximately 200 students since 2011-12. With regards to student enrollment by ethnicity, the percentage of students identified as caucasian has decreased by 5.3%; Asian and Hispanic student populations have increased collectively by 3%. Since the last WASC visit in 2012, the school's English learner population has become more significant increasing from 1.4% of the total student body to 2.7%. Within the last six years, the administrative team has had three new assistant principals (two in the high school and one in the middle school), and two new principals (one in the high school and one in the middle school). In 2017-18, a new assistant principal position was also created. The Corona del Mar site leadership team continues to evolve as career opportunities become available and staff members progress in their professional goals. Corona del Mar High School now has an instructional coaching team made up of eight coaches from each discipline.

Since the school's last WASC self-study in 2012, Corona del Mar High School has made many significant changes and improvements to its campus. These developments address the following areas: curriculum and programs, technology, facilities and systems, staffing, professional development, and student/parent support.

#### **Curriculum and Programs**

In the area of curriculum, numerous changes have been implemented to address Common Core Standards, incorporate a wider range of course offerings, as well as increase the rigor of and access to courses offered at Corona del Mar. Like all schools in California, CdMHS continues to refine its implementation of the Common Core State Standards in English Language Arts, Mathematics, Social Science, and the Next Generation Science Standards for California.

In the spring of 2013 the decision was made district-wide to adopt the integrated math approach to teaching Common Core Mathematics. As a result, CdMHS Math teachers, along with their NMUSD colleagues, developed an Integrated Mathematics curriculum in partnership with the UCI Project team to have a district-wide high school math curriculum. NMUSD implemented integrated math first at the 7th and 8th grade levels in the 2013-14 school year, and then at all levels in the high school for the 2014-2015 school year. With the state adoption of the Common Core standards, CdM math teachers have experienced a massive shift in "how to teach" from a traditional textbook model to the use of more online resources for a more project-based approach. In 2015-16, the Science department began the adoption and implementation process for the Next Generation Science standards. CdMHS English and social studies teachers have also worked



together to align their curriculum with the new CCSS. As a result of the adoption of Common Core State Standards, Corona del Mar teachers focus on integrating literacy and writing across the disciplines to support the development of student skills in these two areas.

### **New Courses at Corona del Mar Middle/High School since 2012**

- AP Human Geography as a 9th grade entry course to the Academy of Global Studies
- AP Comparative Government and Politics 12th grade capstone class for AGS
- AP Computer Science Principles (2017-18), AP Computer Science (2014-17)
- AP Music Theory (2016-17)
- AP Spanish Literature (2017-18)
- AP Seminar (2017-18), AP Research (2018-19) for the Academy of Global Studies
- Common Core Mathematics: Math I, Enhanced Math I, Math II, Enhanced Math II, Math III, Honors Enhanced Math III
- Mandarin I, II, III, and AP Mandarin
- Exploring Computer Principles
- Business
- Human Anatomy & Physiology
- Film Studies
- Yoga
- Design, Visual and Media Arts CTE Pathway
- Middle school technology and world language wheels to create a feeder pathway for high school technology and world language courses

Corona del Mar's master schedule and course offerings are driven by program needs, staffing, and high student interest and demand. With the development of the Academy of Global Studies, Corona del Mar has added two Advanced Placement history courses in 2015-16, an AP seminar in 2017-18, and plans to add one more AP research course in 2018-19. Mandarin was also added as an additional World Language option for students since the school's last WASC visit. AP Spanish Literature became a course on the master schedule based off of student interest and demand. The rationale for adding the 7th grade world language wheel is to provide students with a meaningful experience in all language offerings before thoughtfully choosing the world language that they will study in high school. Students who take four years of a world language may also qualify for and graduate with the California Seal of Biliteracy on their diploma. Yoga was added to meet student interest as an additional option for PE rather than competitive sports. The AP Computer Science course was added as the product of high student interest and demand. In 2017-18, due to a teacher resignation, AP Computer Science will not be offered for this current school year; the school plans to re-offer this course during 2018-19. In its place, CdMHS added AP Computer Science Principles and Exploring Computer Principles for non-AP students.

### **Changes in course offerings**

- Performing Arts and Multimedia Academy (PAMA) restructure
- Development of Academy of Global Studies(AGS)
- Choir/instrumental music separated into two distinct programs with different instructors
- Full implementation of Integrated Math in grades 7-12
- Discontinuation of Honors classes in World Language, Social Science and English
- Discontinuation of AP European History
- Increased accessibility to AP courses by eliminating “gate-keeping”
- Developing an online PE course for 10th grade
- After-school robotics program in both middle and high school in 2013 and in school day courses in 2014-15 for high school and in 2016-17 for middle school

The Newport-Mesa Unified School District developed its Signature Academy Program in 2014 to offer students a more targeted college and career pathway. At that time, the school board directed each comprehensive high school to adopt and develop two signature academies -one academic and one for the arts. The Performing and Multimedia Arts Academy (PAMA) was already established as a small learning community at CdM, and has been re-structured as a new signature academy in the arts. Through PAMA, students are prepared to enter their post-secondary experience with a highly developed skill set in their area of concentration. There are five areas of concentration within PAMA: choral, instrumental, drama, dance, and visual arts. Students participate in a sequence of courses from 9th to 12th grade within their chosen area of area of focus. In addition to the course sequence, students fulfill additional requirements each year such as participating in performances, attending outside performances, directing their own performances, and participating in internships. Each PAMA student has a faculty advisor to oversee their work for the additional requirements and the senior project. These additional requirements culminate during the senior year with a senior project and presentation. If all requirements are completed, students graduate with a PAMA designation on their transcript and diploma. These students are recognized at the PAMMYs, which is an end-of-the-year showcase featuring student highlights and performances from each VAPA discipline.

The Academy of Global Studies (AGS) had been in the process of development for two years and was officially implemented in the 2015-2016 school year. A designated task force was formed to develop the structure and clarify the specific criteria for this academy. The task force was comprised of one administrator, five teachers and four students. The goal of AGS is to develop students who are knowledgeable, engaged, and competitive global citizens. The AGS curriculum is composed of a series of advanced placement social studies courses from grades 9-12 (AP Human Geography, AP World History, AP US History, and AP Comparative Government/Econ, AP Seminar, AP Research) paired with at least four years of coursework in a world language

(French, Mandarin, Spanish, or American Sign Language). Students are encouraged to obtain the California Seal of Biliteracy by the completion of their senior year. Students also fulfill extra requirements each year such as attending and organizing quarterly speaker series, partnering with a student abroad to work on projects in grades 9-11, and participating in internships during their junior and senior year which will culminate in their senior project. AGS students have a faculty advisor to oversee their extra requirements and senior project. If all requirements are completed, students graduate with an Academy of Global Studies designation on their transcript and diploma.

In order to eliminate academic tracking in the spring of 2014, Corona del Mar Middle/High School initiated a philosophical change to eliminate gate-keeping measures and open access to AP classes to all students. As a result, the honors level courses in English, history, and world languages were eliminated in order to increase AP sections and enrollment. The one section of AP European History was eliminated to provide an extra section for AP World History. With the elimination of the honors track, the level of rigor increased for the college preparatory track with support from the English and social studies teachers. Honors was eliminated from the world language track to provide more students access to studying and learning a world language. Since the elimination of most honors courses, the percentage of all students taking AP exams has increased from 35.7% in 2014 to 48.7% of the high school's student body in 2017. Since 2013, the world language department has added two new teachers creating 11 new sections.

The development of an online Physical Education course gives students the opportunity to take an extra elective and/or academy course in tenth grade. CdmHS piloted online PE during the 2015-16 school year and offers it currently.

As part of the school-wide goal to increase student exposure and relevant experience within STEM (science, technology, engineering and math), Corona del Mar has allocated approximately \$10,000 through CdM Booster and Foundation resources towards the development of an 8th and 11th grade robotics program in partnership with UC Davis. In the 2014-15 school year, all physics courses developed a two-three week unit of study on robotics. Students learn and apply basic robotic programming for the robots to meet standards based performance challenges. The CdM Foundation fully funded the purchase of all tech equipment needed for the robotics program.

## **Technology**

Changes in technology since 2012 include both the addition of new technology as well as professional development on the use of technological resources as an instructional tool.

### **Additional Technology**

- 8 Mobile Laptop carts
- 5 Mobile iPad carts
- 4 Chromebook carts
- iPads for teachers
- 3 3-D printers
- Air Servers strategically placed to provide campus-wide wi-fi
- Two separate wifi networks-one for students and guests and the other for staff
- Document cameras in nearly all classrooms
- Trident TV studio for live daily announcements
- Every classroom and meeting space is outfitted with LCD projectors

### **On-Site Technology Based Professional Development**

Recent professional development trainings offered for CdM staff include:

- Haiku training
- District and site level technology professional development offerings
- Notability training
- District common assessments on Illuminate
- Rigorous Curriculum Design for all English courses
- EDPuzzle
- Google Drive
- Google Forms
- Schoology
- Google Classroom
- Flipped Classroom-provide students with teacher-centered instruction as preparation, enrichment, review and/or supplement
- Screencast-o-matic
- Illuminate
- Socrative
- Remind 101
- Quizlet Live
- Kahoot
- Today's Meet
- E-signing Attendance
- Using Technology/iPad as a Time Saving Tool for Teachers

- TEC (Technology, Entrepreneurship, Coding) Club and TEALS (Technology, Education and Literacy in Schools) Partnership (2014-2017) to support AP Computer Science and to enhance coding skill set

## **Facilities and Systems**

Since the last WASC visit, the Corona del Mar campus has changed and undergone various projects and renovations. The 2017-18 WASC visiting committee will now see the following when on Cdm's campus:

- The completion of the middle school enclave - 16 new classrooms, a new technology room with two side rooms, new restroom facilities and an office
- A new Fine Arts facility with a 350 seat state-of-the-art theatre and three new classrooms: drama, choral and instrumental
- The remodel of the former Little Theater into a new Lecture Hall to seat 308
- The remodel of the high school ASB classroom and work space
- A newly remodeled Student Resource Center (SRC) in the 200 building
- Additional on-campus parking and new solar panels added in the pool parking lot
- A new sports weight room, new pool locker rooms, and upgrades to the baseball field
- Planning phase for new upgrades to track and field, seating, lighting, and sound
- The relocation of the Attendance Office to Main Office area to control parent and visitor access to campus
- The remodel of the former Attendance/Health Office into a new Health Center with a sick side and a well side
- The opening of the Sea King Connections center located in front of the small gym, which hosts ONE Recovery (a social/emotional intervention)
- The addition of gender neutral restrooms on campus
- The complete renovation of the school library into an innovative learning resource center
- A bell schedule change in 2014-2015 to incorporate weekly late start for PLCs, student intervention time was embedded during the school day, and a modified 4x4 block schedule was implemented in 2016-2017
- A master schedule developed and overseen by a committee of teachers from each department, the administration, and counseling staff

## **Staffing**

Additions to the Corona del Mar staff since the 2012 include:

- The addition of 16 new staff members for the 2014-15 school year to eliminate thirteen of the twenty 6/5th teaching assignments

- The addition of 13 new teachers for the 2016-17 school year
- The addition of 6 new teachers for the 2017-18 school year
- Three out of four new administrators by 2014-15 (a new high school principal and assistant principal, and a new middle school principal)
- A new middle school assistant principal in 2015-16
- A new high school assistant principal in 2016-17
- The creation of a second high school assistant principal position in 2017-18
- Three out of six new counselors for the 2014-15 school year
- The addition of four common core coaches in 2013-2014
- Common core coaches increased from four in 2013-14, to six in 2014-15, and then to eight in 2015-16.
- A new attendance office staff member in 2016-17, and a second new attendance office staff member in 2017-18
- A new registrar in 2016-2017 and a new counseling support secretary in 2017-2018

In 2013, NMUSD's Educational Services department funded each site to select at least four and up to six common core coaches per school to support the implementation of common core standards across the core content areas of english, history, math, and science. Common core coaches, or instructional coaches as they are now referred to, assist their peers in developing instructional strategies and in utilizing technology to enhance instruction. The teaching staff is divided equally and across the disciplines amongst the eight instructional coaches so that coaches may provide individual support. The coaches work closely with administration to develop the focus of the monthly faculty meetings, lead instructional based professional development, and facilitate teacher learning rounds. Currently, one of the school's eight coaches tracks schoolwide data, and another coach focuses on the implementation of technology as an instructional tool.

## **Professional Development**

Since 2012, Corona del Mar gained collaboration time with the addition of Monday late start days, giving teachers the opportunity to collaborate and participate in various professional development trainings. Beyond the professional development trainings provided by the instructional coaching team, teachers continue to develop professionally in departmental district wide curriculum committee meetings, and, other trainings organized by individual teachers, departments, the school, and the NMUSD school district.

- Addition of 35 Monday late starts (10 faculty, 8 individual, 15 department, and 2 grade-alike)
- Learning rounds (12 full cycles, including 84 teachers)
- UCI History Project for Social Studies
- UCI California Reading and Literature Project (CRLP)

- UCI CS1C@OC Computer Science Teacher Certificate Program
- Total Educational Systems Support (TESS) model for math teachers
- Exploring the NGSS (Next Generation Science Standards) with all science teachers in the district
- Performing Arts Commission
- Visual and Performing Arts district-wide curriculum planning
- District-wide curriculum committees per department
- Instructional coaches' trainings
- Each teacher completes an Individual Development Plans (IDPs) which is tied to the district's areas of instructional focus: learning targets, checking for understanding, use of academic literacy, student engagement

Learning Rounds are led by instructional coaches and provide an opportunity for teachers to reflect on their own instruction and to refine their craft through guided professional and collegial discussion. Small groups of teachers visit classrooms to observe student engagement, expression of understanding, use of academic literacy, use of daily learning targets, and lesson closure.

The UCI History Project is an organization of teachers, historians, and scholars affiliated with University of California Irvine that promotes social science education with a focus on academic literacy and content aligned standards. CdM social science teachers attend workshops at UCI and meet with colleagues three times a year to share best practices on how to teach students to write responses to document based questions.

The California Reading and Literature Project (CRLP) series facilitated by UCI educators and scholars provided ELD and ELA teachers with research-based programs aligned with the California ELA/ELD Framework and California State Standards, including English Language Development Standards. Teachers during a several part training, focused on literacy and language instruction so that every student learns at their highest standard of academic achievement.

TESS is a district-wide professional development training for all math teachers that occurred during 2014-2016. TESS provides a research-based model for how to best deliver direct instruction with the support of a peer coach. Through peer coach guidance, teachers develop a lesson plan using the TESS model and then deliver the lesson under the observation of the peer coach. After the conclusion of the lesson, the peer coach and teacher debrief and reflect on the effectiveness of the lesson.

During the 2016-17 and 2017-18 school years, CdMHS computer science and technology teachers participated in the CS1C@OC program at University of California, Irvine. This computer science teacher certificate program is offered through a special partnership with the Orange County Department of Education and funding from the National Science Foundation, and the University of California, Irvine. Participants in the program take four courses over the duration of two years

intended to support *Exploring Computer Science* and *Computer Science Principles* (a new AP course) in their schools. Through this program, teachers engage with one another online and face-to-face. This professional learning community includes access to videos of exemplarily computer science teaching, participation in a video club to support reflection on practice, and opportunities to collaborate with fellow teachers and computer science education experts on the use of curriculum materials and assessment tools to support enacting best teaching practices.

## **Parent and Student Support**

Various support programs and systems for students and parents that have been implemented on campus since 2012 include:

- Monday late start days and student support time (Intervention)
- College support workshops from August-December for seniors
- *Coffee with Counselors*
- CdM Pride Social Network sites
- SRC (Student Resource Center) with a College/Career Programs Coordinator
- ONE Recovery
- Navig8
- Credit Recovery
- Principal's Council
- Finals Fiesta

College support workshops for seniors are offered twice a week from 3:30 pm to 7:30 pm beginning the last week of September through the second week of December. One teacher and one counselor attend each session to provide assistance and support to seniors in college essay writing and application completion. In August, two weeks before school starts, seniors may also attend a three day workshop to develop their personal statements under the expertise of a former college admissions officer.

“Coffee with the Counselors” is a monthly parent meeting led by CdM counselors to address current issues, concerns, and student needs. The goal is to help parents reduce their anxiety and stress levels so in turn their child will feel less anxious and stressed about school-related issues.

A CdM parent has established a presence on Facebook, Twitter, and Instagram to keep students, parents, and faculty informed about current activities and positive happenings. This account is called CdM Pride.

The Student Resource Center (SRC) is designed for multi-use daily from 7:30 am to 4:00 pm. Students in grades 7-12 can use the SRC for homework, small group projects, college and career research, or as a place to hang out with friends. The SRC hosts hundreds of university and college



visits each school year. College representatives come and give informative presentations about their school to our students. The SRC also hosts college visits and career specialists. On a weekly basis, students are invited to come listen to guest speakers before school, at break, or during lunchtime regarding various career opportunities for future employment. During the regular school day on average, over fifty students come in and work on the computers that are available for their use. A college career programs coordinator funded by the CdM Foundation oversees and manages the daily operations of the SRC and coordinates all the college and career visits throughout the school year.

Student support time or Intervention takes place Monday mornings from 8:10-9:00 in teacher classrooms. This designated time offers students an opportunity to receive additional help from teachers, make-up tests, and complete assignments. This is a voluntary option for intervention; however, for students who are struggling academically, a teacher will often mandate the student's attendance for Monday intervention time.

The Principal's Council meets twice a month and is comprised of a cross section of students in grades 9-12. This group meets with the high school principal and assistant principal during lunchtime to discuss any campus concerns and/or issues. This group is often the voice to their respective peers to disseminate correct and timely information.

Finals Fiesta began in the 2013-2014 school year to provide students an opportunity to receive additional help and support in preparation for final exams. Held on a night prior to the start of finals week from 6:00-8:00 pm, many teachers return to campus to open their classrooms and offer additional help and support for students as they prepare for final exams. Food is served and the atmosphere is relaxed. Students may study with friends, with teachers, or on their own, seeking help when needed. This event provides students with support during a very high stress time.

### **Area of Academic Need #1: Teacher Collaboration [Professional Learning Community Development and Implementation]**

A collaborative culture is very important to the Corona del Mar school community. This area of academic need was identified in the 2012 CdMHS Action Plan. Six years ago, Corona del Mar was just beginning to develop its professional learning communities. Most PLCs at that time were in varying stages of their creation. Some departments were working toward identifying essential standards and certain benchmark assessments. Over the past six years, each CdMHS department has successfully developed and currently implements the PLC model. Per department, teachers of grade-alike and course-alike classes have identified essential learning and standards, developed common pacing, created and implemented common formative and summative assessments, ensured common grading practices and policies, which are clearly communicated to students via common course-alike syllabi, reviewed student results and performance outcomes to guide

instruction, and work to provide structured intervention for struggling students. CdM teachers collaborate professionally on a regular basis both in person during designated departmental collaboration time on Mondays and via their district Google Drive account. A stronger and more effective culture of collaboration has developed over the last four years since the establishment of Monday late start collaboration time.

The changes to the school bell schedule have helped the CdM staff to embrace and successfully commit to building a collaborative learning community culture. In 2012, department and staff meetings were held once a month for 50 minutes. Teachers met to collaborate during their planning periods and during lunchtime. On the current bell schedule, departments have many more opportunities to meet for collaboration built into their workday. Monday late starts are designated for professional development, collaboration time per department, and grade-alike struggling student/intervention meetings. In 2015-16, Corona del Mar gained 30 Monday late start days. Then in 2016-17, Corona del Mar kept its 30 Monday late starts while adopting a block schedule. Finally, in 2017-18, teachers voted to re-structure rally schedules and gain another five late start Days throughout the school year. Currently, CdMHS has 35 late start Days and dedicates the majority of them to teacher collaboration and professional development.

Since Corona del Mar's 2012 WASC Self-Study, the school has had to shift its essential standards focus to meet the California Common Core Standards. NMUSD has dedicated time per department for curriculum committee meetings across all disciplines and has provided Common Core Standards trainings to align curriculum in the areas of English, writing, math, social science, and science. The general consensus is course alignment and common formative and summative assessments are solidifying on campus. Teachers have also worked to establish learning targets for their lessons, regular checks for student understanding, and lesson closure to inform instruction. Corona del Mar continues to refine its curriculum and to commit to developing a collaborative, professional learning community culture.

## **Area of Academic Need #2: Student Support & Schoolwide Intervention**

Corona del Mar High School has continued to progress in its efforts to ensure that its students are provided with, not only high-quality instruction and rigorous curriculum, but also extra support academically and socially. For students who do not meet academic expectations, CdMHS now offers various school--wide intervention programs to meet the needs of struggling students. Even with the support created over the past few years, CdM staff would like to continue to focus on implementing support structures for its students.

In 2011-12, Corona del Mar did not offer designated intervention and student support time in its bell schedule. At that time, all interventions were handled by individual teachers when they could find the needed time. This type of student support usually took place during lunchtime and was not consistently offered or structured as an intervention program.

The findings of 2012 WASC visiting committee recommended that CdMHS investigate structured and designated intervention time through a restructured bell schedule, and so, CdMHS committed to further address individual student needs through school-wide intervention. The Corona del Mar staff began to take steps toward adjusting its schedule to include more collaboration time, as well as time to support their struggling students. In 2014-15, Corona del Mar High School voted to structure 50 minutes of student-teacher intervention time into its bell schedule, while still on a traditional instructional day. Then in 2016-17 Corona del Mar moved to its block schedule and voted to keep weekly Monday Intervention for students and teachers to meet outside of the a large group classroom setting. Monday Intervention provides increased opportunities for students to work in an individualized setting with their teachers, as well as work with other students. The decision to move to a block schedule was made to address student stress levels as staff members observed and provided anecdotal data that students were stressed out and oftentimes had to take several summative assessments in one school day.

Monday Intervention supports the following learning opportunities for students on campus:

- Re-teaching and additional support from teachers
- Make-up and exam support from teachers
- Test corrections with support and supervision from teachers
- Content area practice and lab support
- Research time for students in the Student Resource Center and Library
- Homework time
- Student group collaboration time
- Viewing of course related videos and lectures
- Peer tutoring organized through the counseling department and National Honor Society

Under Corona del Mar's Monday student support and intervention program, students have the autonomy to decide how to best use their free-time, according to their academic needs throughout the year. Currently the CdMHS Monday schoolwide intervention model is voluntary on the part of the students who seek the help of their teachers. Nevertheless, teachers reserve the right to require that any student earning a D/F grade comes to Monday intervention until that grade improves with parental consent.

## Development of New Student Support Opportunities on Campus

Other programs aimed at helping support both academically and socially include:

- **Math Intervention** - In 2016-17, 8th grade Math Intervention was created as a course to help remediate and further support students with low achievement results in 7th grade mathematics. This course serves to reteach unmastered math concepts and to prepare and support struggling middle school math students for entry into high school integrated Math I.
- **The Purchase of Houghton-Mifflin's Online Math Component**-The CdMHS math department purchased an extra support program for students to remediate, reteach, and practice integrated mathematics concepts. This program includes videos lessons that students may further learn from.
- **Online Credit Recovery** - Credit Recovery is designed for students who were not successful in certain courses: Math I, Math II, English, and History. CdMHS now offers credit recovery for students in need of remediation for course credit required for high school graduation.
- **All Staff Grade-Alike Meetings** - Beginning in 2014-15, these meetings are attended by all teachers, counselors, and administrators. Stakeholders meet in grade-alike teams two-four times a year during Monday mornings on designated dates. Teachers share concerns for their students that are struggling academically, emotionally, and/or socially. The staff shares observational feedback and counselors, from what is shared, may reach out to these students in a one-on-one setting or may call a (Student Support Meeting) SST with teachers, students, parents, and administrators to develop how to best support that child.
- **Student Support Meeting (SST)**- *SST*, although commonly defined as *student study team* in the educational world, this term is commonly referred to on CdM's campus as a *student support team*. These support team meetings, usually organized by a struggling student's counselor, may come about as a result of a grade-alike teacher meetings, or teacher recommendations based off of School Loop data, trends, and teacher-parent communications. Counselors, teachers, administrators, students, and parents meet to identify a student's strengths, weaknesses, and areas of concern. All parties develop a plan with which to proceed on how to best support that student.

- **Peer Tutoring** - Since 2012, the counseling department has initiated a peer tutoring program for students looking to help others in areas of study where they are successful and confident while receiving community service credit. Students who are struggling may submit a request to receive peer tutoring support through their counselor. Teachers and parents may also recommend students for this program. Tutoring takes place either during a common break in the school day, or after school.
- **National Honor Society Peer Tutoring** - In addition to the Peer Tutoring program organized by the counseling department, NHS students also provide peer tutoring weekly during lunch for students in need to extra help in their courses. Students are not required to sign-up for tutoring, this organization has an open door policy and welcomes everyone. Tutoring takes place in the Student Resource Center of the 200 building on campus.
- **ONE Recovery** - *ONE* is an arts-infused, non-profit organization dedicated to support the inspiration of young people, their loved ones and conscious members of the community looking to increase awareness of themselves and others. *ONE* currently offers a campus-based support program at Corona del Mar and one other school in the NMUSD district. Students don't need an identified struggle to attend support meetings; only a desire to be present and inspired. All students are welcome. The *ONE* program does not believe in labels or a diagnosis. The program encourages abstaining from a preferred form of self-medication if it exists; substance use/abuse, self-harm, disordered eating and provide support with academic pressure, bullying, home-life, anxiety, and/or depression. CdM utilizes *ONE Recovery's* support services as an alternative to suspension for either being in possession of or found under the influence of an illegal substance. Student and family support meetings take place in the Sea King Connection Center on campus during lunch and weekly after school. *ONE Recovery* also organizes a speaker series on campus, along with various community based events to support its cause.
- **College Essay Writing Workshops** - A recent addition to the CdMHS campus (2014) are the college essay writing workshops. The August personal statement three day workshop is funded by the PTA. The bi-weekly evening sessions from September-December have been funded for the past four years by the CdM Foundation, but beginning 2017-2018 this support will be funded through the College Readiness Grant. In order to receive support for either the completion of the application or the writing of the college essay, students can attend any number of these sessions ran by both an English teacher and a counselor.

- **Student Resource Center** - Since the prior WASC visit, Corona del Mar created the Student Resource Center (SRC) in 2013 which is designed for multi-use daily from 7:30 am to 4:00 pm. Students in grades 7 - 12 can use the SRC for homework, small group projects, college and career research, or as a place to gather with friends. The SRC also hosts University and College visits each school year. College representatives come and give informative presentations about their school to our students. The SRC also hosts career specialists. On a weekly basis, students are invited to come listen to guest speakers before school, during break, or at lunch regarding various career opportunities for future employment. During the regular school day, over 50 students come in and work on the computers that are available for their use. A college career programs coordinator funded by the CdM foundation oversees and manages the daily operations of the SRC and coordinates all the college and career visits throughout the school year. When the college career programs coordinator began in 2013, the school hosted 30 university and college visits per year. Currently, CdMHS hosts over 220 University and College visits per year. The SRC is a tremendous support in educating and preparing our students for the college that's right for them.

### **Area of Academic Need #3: Connectedness on Campus**

Helping students, families and staff manage the stress of the high school experience in a rigorous setting while remaining connected to its culture is an important focus at Corona del Mar. Over the past six years, CdMHS has lent its focus to creating ample opportunities for students to feel supported and connected to their school culture and community. In 2012, Corona del Mar identified connectedness on campus as an area of need in its action plan.

In 2014, Corona del Mar began its implementation of the Positive Behavioral Intervention and Supports model. CdM assembled a PBIS team of teachers, counselors and administrators who were trained and represented various departments, organizations and student groups on campus. PBIS serves to unite the campus by enhancing the school culture through positive reinforcement and support. Through a collaborative process, the PBIS team in 2015-16 provided the staff with professional development opportunities in which the school identified its core values. Students and parents also had the opportunity to participate in this process.

Based off of qualitative, anecdotal data and the recommendation of the last WASC visiting committee, the previous Corona del Mar mission statement no longer represented the culture of the school. In 2016, instructional coaches facilitated several meetings dedicated to its development and revision. The staff met, studied what makes a powerful mission statement, and looked at examples for some of the most successful companies in the world. Through these

meetings, staff surveys, and a faculty vote, CdM adopted its new mission statement, along with a refined school motto using the school's PBIS core values in 2017.

The Corona del Mar Middle/High School mission statement is:

**To provide the highest level of comprehensive instruction aimed at empowering students to learn with resiliency, react with empathy, and live with integrity.**

The CdM motto is:

**Cultivate Integrity, Develop Resiliency, Model Empathy**

Following the 2012 WASC visit, the recommending committee suggested that CdMHS explore a new bell schedule that not only provides for more teacher and PLC collaboration, but also for more student support and intervention opportunities. In 2013, under the leadership of a new principal, the staff developed and adopted a bell schedule that included a weekly late start schedule to provide designated collaboration time. This new calendar went into effect for the 2014-15 school year. Then in 2015-16, the staff adopted a modified 4x4 block schedule with continued weekly late starts, now including a set time for student intervention for the 2016-17 school year. The school moved to a block schedule in an effort to address and reduce student stress, to enrich the quality and depth of instruction, and to follow the college model. On the new block schedule, students also have the opportunity to pursue a greater variety of extracurriculars and academic courses each year while simultaneously focusing on fewer subjects per day. The perception on campus is that teachers are more connected to one another through weekly collaboration opportunities. Likewise, they are able to connect more on an individual basis with their students during the built-in intervention time.

Since 2012, new opportunities for teachers and students to connect to the CdMHS community and to participate in events include Dancing with the Teachers, interactive ASB rallies, Trident TV announcements, and new clubs and teams such as Robotics and the community service based student leadership group, At Your Service.

Over the past six years, Corona del Mar has focused on meeting the social and emotional needs of our student population, particularly those who may feel disconnected from their school community. Each year now begins with a New Student Luncheon hosted by student leadership. The Sea King speaker series brings in special guest presenters to connect with students and families on many social-emotional issues commonly experienced by teenagers. These speakers are chosen because they are inspiring and demonstrate passion in our students' areas of interest.

ONE Recovery came to CdM's campus in 2015-2016. This program encourages student success by providing arts-infused intervention, one-on-one and small group connection, and a safe space where students can openly discuss the issues in their lives. Along with student support, ONE also provides a platform for families to navigate social pressures together. ONE Recovery has become a valued program to address the non-academic needs of our student population.

The Student Resource Center continues to be an atmosphere where students know that they can gather to socialize, receive peer tutoring, and find up-to-date information and opportunities for college and career readiness. Expected to launch in the winter of 2018, the newly renovated CdM library will become a student learning resource center (LRC) which will provide students a technology-rich and innovative setting where they may connect, research, and collaborate. Parent groups on campus such as the CdM Foundation, PTA, and Boosters remain very connected to the school culture and its needs. These parent groups continue to provide CdM with financial support to fund projects and enhancements. The counseling office has also been remodeled to be more welcoming to students and families in 2016-17.

Corona del Mar continues to strive toward achieving a balanced, safe and enriching campus life that meets the needs and interests of its students, teachers, and community members.





## Chapter III Self-Study Findings



Cultivate Integrity ■ Develop Resiliency ■ Model Empathy

## Chapter III: Self-Study Findings

<b>FOL Group A: Organization</b> <b>Vision and Purpose, Governance, Leadership, Staff and Resources</b> <b>Chairs: Marquez Garrett &amp; Mimi Palmer</b>	
<b>Name</b>	<b>Position</b>
Abulencia, Jessica	Science
Anaya, Jenna	Speech Language Pathologist
Bloomfield, Jennifer	Math
Campbell, Jennifer	Math
Christensen, Mary	Social Science
Conlay, Melissa	Special Education
Dawson, Kristine	Adaptive PE
Emme, John	Social Science
French, Stephen	World Language
Garrett, Marquez	Science & FOL Chair
Gilmore, Vickie	Office Manager
Gogel, Becky	Middle School Principal
Gomes, Gabi	Student 9th
Hack, Laurie	Parent
Hettig, Kevin	Social Science
Hughes, Tory	World Language
Jamora, Val	Music
Jones, Karissa	English
Kenerson, Brooke	Student 12th
Kobayashi, Ruth	Parent
Kylen, Julie	English
Lash, Tom	Science
Manning, Chris	Social Science
Mayberry, Laura	Social Science
McKenzie, Ava	Student 12th
Miller, Billy	Math
Oblouk, Julie	Science
Palmer, Mimi	World Language & FOL Chair
Prado, Stephanie	World Language
Reyes, Eddy	Math
Reynoso, Gretchen	World Language
Rhodes, Kerry	Parent
Rivera, Rich	Social Science
Rojas, Nelson	World Language
Rybaczky, Laurie	Counselor
Schwarz, Vicky	Art
Valdes, Vanessa	Art / Social Science
Walters, Jennifer	Science
Ziepa, Ashley	Student 9th
Zimmerman, Mark	Math

## **A1. Vision and Purpose Criterion**

**The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.**

The school has established a clear and coherent mission statement through a combination of student, staff, parent, and community input. In the fall of 2015, CdM elected to embrace the Positive Behavioral Intervention and Supports (PBIS) model. In alignment with the PBIS process, we were charged with the task of identifying three core values believed to be important for our students to possess. By the spring of 2016, CdMHS staff identified resiliency, empathy and integrity as three core values essential to enhancing our school culture. During the 2016-17 school year, the staff created a new mission statement and motto to ensure these values were represented in our school mission. The final mission statement was voted on and adopted through a full staff effort. The motto is an initialism visible throughout the school, inside each classroom, and incorporated into class syllabi and curriculum lessons. The belief that students will be given the tools to perform at the next level is exemplified in our character-driven mission statement.

**Mission Statement: To provide the highest level of comprehensive instruction aimed at empowering students to learn with resiliency, act with integrity, and live with empathy.**

**Motto: Cultivate Integrity, Develop Resiliency, Model Empathy**

To address a culture of academic dishonesty that surfaced in a significant and public way, as well as the ever-expanding negative influence of social media, we became aware of the need for an intentional focus on character. With the adoption of PBIS, it became evident we were neglecting a critical component of the education process and doing our students a disservice by preparing academically without the necessary consideration of their social/emotional development. Since 2015, a team of staff members have been trained and are in the process of full implementation of the PBIS tenets. Teachers, students, and parents identified a need for continued growth, development, and support of these three core values within our school culture.

In the spring of 2017, as well as in the August professional development, teachers had the opportunity to share and organize ideas to implement the core values in their classes. Teachers facilitate and support the communication of these core values through daily curriculum, using them as points of conversation and discussion.

Throughout the 2016-17 school year, these core values were discussed in student groups, such as ASB and Principal's Council, as well as in multiple parent groups (i.e. School Site Council, PTA, Boosters, Foundation). These discussions underscored the relevancy and timeliness of the three core values. For the 2017-18 school year our goal is to work with the student body to infuse our three core values in a variety of mediums and activities such as Trident TV, web announcements, signage, and rallies. Corona del Mar High School communicates the mission statement and motto through the student planner, signage around campus, posters, and staff development. The school's mission statement and motto are aligned to our Single Plan for Student Achievement, the District LCAP, and Newport-Mesa USD Board priorities.

## **A2. Governance Criterion**

**The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.**

Corona del Mar High School's policies and procedures are consistent with the CA Ed Code and the N-MUSD Board policies and administrative regulations. CdM's mission and values, SPSA and WASC Action Plan are supported by the district-articulated vision, mission and values.

The district office has a well-established method of communication with all staff members across the district. In addition to the website communication through district, the Superintendent sends a weekly email update entitled District Office to Staff (DOTS). District directors meet with department personnel in curriculum committee meetings and disseminate information regularly through their respective content area TOSAs. School board meeting minutes/agendas are posted, along with video recordings of each board meeting. Input is welcomed from teachers, community members, students, and other stakeholders during the public input portion of school board meetings.

There is a continuous cycle of communication starting among the district, the site administrative team, the Site Leadership Team (SLT) members, and individual teachers. The SLT team includes administration, head counselor, department chairs, ASB director, and instructional coaches. The administrative team clearly communicates the school board's priorities and expectations. School Site Council (SSC), Foundation, and PTA have a role in decision making and allocation of resources.

Content-like teachers meet district-wide to discuss the results of district common assessments. The five feeder elementary school principals and PTA presidents join CdM administration, our PTA delegates, and our School Board representative each quarter for a “Zone-Pac” meeting. The purpose of this quarterly meeting is to communicate shared goals and events throughout our school zone. Discussion forums are held with the community at-large when special projects are being considered, such as significant facility modifications.

The site SPSA is developed through a limited collaboration with administration, SSC, and stakeholders. SPSA goals are directly aligned to district LCAP goals and the district’s eleven priorities in three specific categories of Academics, Behavior and Community.

### ***District Priorities 2017-18***

*To ensure NMUSD neighborhood schools are the first choice of students and parents, we are committed to “Inspire Students and Enrich Communities.” These district priorities were developed within a comprehensive and aligned system of initiatives that support student learning from Pre-Kindergarten to beyond graduation. These priorities and action plans will be systematically monitored and evaluated to determine effectiveness, foster continuous improvement and address the evolving needs of our students.*

### **Academics**

*A1. N-MUSD students will be guaranteed a challenging Pre-Kindergarten-12th grade curriculum aligned to the CA State Standards that prepares them for success in college and careers.*

*A2. N-MUSD students will receive the highest quality instruction based on meaningful lessons that incorporate creativity, critical thinking, communication, and collaboration.*

*A3. N-MUSD will continue to support and expand rigorous, relevant, high interest programs and coursework aligned to prepare and support students to meet the demands and rigor of college and industry standards beyond graduation.*

*A4. N-MUSD students will be educated in safe, attractive, state-of-the-art facilities.*

*A5. N-MUSD students will harness the power of technology and innovation through core academic subjects, career technical education, arts, athletics and extracurricular activities.*

### **Behavior**

*B1. N-MUSD will support the emotional, behavioral and mental health needs of students through relationship-driven school communities.*

*B2. N-MUSD will utilize intervention systems to provide learning opportunities that promote the holistic development of all students.*

*B3. N-MUSD will encourage all students to become responsible thinkers and problem solvers by providing them with opportunities to learn from the impact of their choices.*

*B4. N-MUSD will hold all students to the highest expectations for positive behavior and civic responsibility.*

### **Community**

*C1. N-MUSD will build and foster meaningful partnerships and shared commitment with stakeholders including students, parents, employees, employee associations and community partners in the development of the whole child.*

*C2. N-MUSD students will have opportunities to apply their learning and skills in real world settings while serving and enhancing our community.*

The district special programs director provides hands-on assistance and guidance throughout the process of developing each site's SPSA, linking it directly to the LCAP prior to submitting for final board approval. SPSA goals and outcomes are shared annually with parent support groups and staff. An identified area of need is to expand our site SPSA development process/review to include feedback from teachers, students and parents.

Through district surveys, focus groups, and community forums parents provide input on the LCAP process and site goals. The School Accountability Report Card (SARC) allows all stakeholders to access information on district and site progress and performance.

The N-MUSD has a comprehensive Uniform Complaint Policy - Board Policy 1312.3 and information is clearly listed on the district website under N-MUSD Complaint Information Resources. Processes for students, parents, staff and community members are included in the various complaint options, in both English and Spanish. In addition, hard copy forms are available in the main office. The complaint process is further communicated during the registration process. Blue handouts are posted in every classroom and office outlining district-wide complaint procedures. The student handbook includes district and site-specific complaint procedures. Parents and students are encouraged to communicate directly with teachers prior to addressing their concerns with site administrators. Once parents have expressed their concerns at the site level, they may take their issues to the Executive Director of Secondary Education.

### **A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion**

**Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.**

In the spring, School Site Council evaluates progress of the Single Plan for Student Achievement (SPSA) goals and makes recommendations to continue or focus on other identified areas of need. All goals are developed by School Site Council and the administration team to ensure alignment with the LCAP. The SPSA is reviewed at the beginning of each school year by the School Site Council, consisting of three parents, three students, three teachers, a classified staff member and an administrator. The goals are shared with PTA, Foundation, and Boosters during the first semester.

An area of growth in developing the goals for the SPSA is to involve the staff during the review and planning of new goals in the second semester. A professional development late start needs to be established to analyze student achievement data based on SBAC results, AP pass rates, D and F lists, attendance, and the number of students completing the requirements for the two signature academies (PAMA and AGS).

Whenever decisions need to be made which will impact the teacher work day or work environment, volunteer committees are formed representing a cross section of the staff to more efficiently listen to input, develop a proposal, and solicit feedback for final revision. Recent examples include revisions to the bell schedule, intervention schedule, and rally schedule. Our new bell schedule was generated via a small group panel followed by an entire staff vote. These new schedules have been put in place to support student learning and reduce student stress levels.

One of the strengths at CdM is the open door policy of communication with the administration and counseling team. The majority of the teachers access the administration and/or counseling staff directly to resolve any issues or concerns, to share moments of success, and/or to propose new ideas. Administrators are active participants in department meetings throughout the year as a means to keep open communication and address concerns and issues immediately and efficiently. The monthly Site Leadership Team (SLT) meetings are an open forum for internal communication

with regards to site-based planning and problem-solving. For more serious matters, teachers may utilize the uniform complaint procedures or communicate directly with union representatives at either the site or district level.

#### **A4. Staff: Qualified and Professional Development Criterion**

**A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.**

All staff are highly qualified and fully credentialed in the content area in which they teach. Throughout the school year staff are involved in training and preparation programs including three days of professional development at the beginning of each school year, participation in learning rounds, and district curriculum meetings.

The site professional development for all staff members is intentionally designed through a collaborative process with administration, instructional coaches, and department chairs. The focus for each year is developed in alignment with district and site instructional priorities. The district supports the site in establishing multi-year, research-based instructional strategies: Learning Targets; Checking for Understanding; and Lesson Closure. We have also made a commitment to staff training in PBIS, embedding our core values into daily instruction, and maximizing bell-to-bell instruction under the new block schedule model.

CdM and N-MUSD believe that the foundation of student success is hiring the best teachers for the classroom. The process begins at the district level. The district Human Resource Department screens all applicants selected for an interview to ensure that requirements are met for employment. Applicants who have not be identified as highly qualified are eliminated from the site interview process.

Once an applicant has been cleared, CdM administration utilizes an interview process that includes a panel of teachers and administrators to select candidate who would be an optimal fit for our school community.

All new teachers must participate in the two year New Teacher Induction Program (formerly BTSA). The program, coordinated by the Orange County Department of Education, partners new



teachers with a mentor teacher, preferably from the site, to coach and guide the new teacher during the two-year induction process.

The master schedule at CdM is student-driven. The first step in the process requires students to list their course requests, including elective options in late March. Once the number of sections in the various content areas have been established, preliminary content area allocations are made. During the second semester of each year, teachers submit their preferred teaching assignments for the upcoming school year. The administration ultimately makes the final decisions on the master schedule; however, a committee of volunteers work to build the framework of the master schedule in order to minimize conflicts. Staff credentials are reviewed to confirm accurate placement and all new courses are evaluated to determine staffing requirements.

Teachers who are new to the profession receive significant support through the induction program and the assignment of a specific instructional coach as an additional mentor. All staff members new to the campus, participate in a two-hour orientation within the first few weeks of school. The topics include district and site board policies and priorities, emergency procedures, evaluation process, attendance and discipline policies, forms needed for classroom operations i.e. work orders, supply orders, textbooks, supplemental resources and technology.

At the beginning of each school year information is provided to teachers related to professional responsibilities and expectations at an opening meeting before school starts. This meeting includes information on safety plans and protocol, appropriate use of technology, teacher website compliance, field trip protocol, attendance protocols, first day of school procedures, mandated reporter and other required notices.

Continuous communication of critical information is handled effectively through School Loop, Google Drive, Haiku, Schoology, Trident TV, and email. Multiple channels including Instructional Coaches' quarterly newsletters, monthly site leadership meetings, and weekly Monday late start meetings are used for staff and administration to communicate in a timely and effective manner, leading to a professional working relationship.

N-MUSD and Corona del Mar HS are committed to ongoing support and continuous improvement for classroom teachers through professional development. Professional development for instructional staff includes: annual learning rounds, district wide curricular meetings, site department content/grade level team meetings, instructional coach workshops, site grade-alike meetings, and Monday late starts. Each of these are subject to evaluation and refinement by all stakeholders, leading to a continuously improved learning environment for the students.

Improvement is measured through student data (i.e. AP and SBAC results, and site and district-wide common assessments).

The teacher evaluation process is guided by the Newport-Mesa Federation of Teachers (NMFT) contractual guidelines. Each teacher is evaluated by administrative staff, including both informal and formal observations. Probationary teachers are evaluated twice each school year, in the Fall and Spring semesters. Tenured teachers are on an every other year evaluation cycle, with an option to complete a professional portfolio in lieu of a formal observation and evaluation. All teachers complete an Individual Development Plan (IDP) based on standards identified as District and site priorities, as well as defining personal professional growth goals. For the 2017-18 school year, teachers wrote goals in collaboration with their content area colleagues to support and facilitate enhanced alignment within each department. Teachers on an evaluation cycle for the current year are visited informally throughout the year and formally during scheduled observations. The NMFT approved evaluation form includes three rating levels of: does not meet standards; partially meets standards; and meets standards. The form requires administrative feedback on the six California Standards for the Teaching Profession, and open-ended commendations and recommendations. The district human resources department and site administrators are reviewing other innovative evaluation tools to present to NMFT for a more thorough and reflective process designed to give teachers more targeted feedback and a greater continuum of performance expectations.

## **A5. Resources Criterion**

**The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.**

The staff feedback affirms that resources from the State and district are effectively allocated through the Site Leadership Team, School Site Council, Role and Recompense Committee and school administration to address staffing, facility and other resource needs.

Our LCFF funding allocation is limited due to our student demographics. We have a very small percentage of unduplicated students that would qualify us for additional monies. However, the district continues to support our site and district initiatives such as PBIS, Signature Academies, and college readiness activities. School Site Council oversees the spending of the LCFF allocation of \$9,861 which has been designated to support intervention resource materials and student social/emotional support. The site administrative team, with input from the student support staff, determined the expenditure plan for the College Readiness Block Grant fund

allocation of \$12,448. This grant funding will support twice-weekly, college application support sessions that facilitated by a counselor and CdM English teacher held from 3:30pm to 7:30pm on a drop-in basis.

The district has invested in the CdM campus through two separate bond measures from 2013 through 2015 to fund several facility improvement projects. A major project during the 2013-14 school year was the new construction of separate middle school classrooms and a 380 seat state-of-the-art theater with classroom space for drama, choral music, and instrumental music programs. The new performing arts complex has allowed us to host numerous school events, performances and workshops and has played a significant in the growth of fine arts program . Also built in 2013-14, the Tech room was designed as a part of the new middle school Enclave. This jointly shared middle and high school space has been equipped by The CdM Foundation with resources for robotics, 3D printing, programmable production, graphic design software and other computer programming technologies. The Tech room is constantly in use by students, teachers, classes and clubs participating in technology competitions. The final of phase of the comprehensive construction project was the remodel of the former Little Theater into a new Lecture Hall which seats 308. Recently, the district has also supported our site facilities through partnering with the CdM Foundation to renovate the existing underutilized library into an innovative and interactive learning space with a large common area for student collaboration, three smaller conference rooms, and a large classroom space to seat up to 35 students. The fiction collection will be retained in the new Learning Resource Center while the nonfiction collection is now a digital resource. This project is scheduled to be completed in January, 2018.

Beginning in 2013 NMUSD, the district funded eight common core coaches at CdM to support the implementation of common core standards across the core content areas of English, history, math and science. Common core coaches, or instructional coaches as they are now referred to, assist their peers in developing instructional strategies and in utilizing technology to enhance instruction. The teaching staff is divided equally and across the disciplines amongst the eight instructional coaches so that coaches may provide individual support. The coaches work closely with administration to develop the focus of the monthly faculty meetings, lead instructional based professional development, and facilitate teacher learning rounds. Currently, one of the school's eight coaches tracks schoolwide data, and another coach focuses on the implementation of technology as an instructional tool. Instructional Coaches meet twice a week to discuss and strategize staff support that addresses the needs of teachers and impacts student learning. These meetings also focus on data analysis and observational data shares. Coaches check in face-to-face regularly with each member of their instructional team to provide support and gather teacher feedback to share with the coaching group and administration. This feedback informs progress in implementation, determining additional training needs.

All funding is directly tied to district and site priorities, LCAP and the SPSA. Alignment is ensured through a process that requires sites to reference the appropriate priority on all requests for funding. Annually, all school accounts are audited and on site review visits are scheduled if necessary. The accounting practices and procedures are followed per the Fiscal Crisis and Management Assistance Team (FCMAT) manual. The district fiscal services department routinely reviews site budgets and is readily accessible to provide guidance and support when needed.

The path to obtain needed materials is clear and consistent and completed through department chairs. Each department chair is responsible to allocate the department's yearly budget for supplies and materials fairly and appropriately for each classroom. Additional materials can be obtained through grants, PTA and Booster grants. Teachers are invited to make requests via an application process. Students are issued necessary textbooks for each course by the librarian during registration. Teachers provide access to online resources that are increasingly being used in classrooms. In addition there are three designated site techs and a team of instructional coaches to provide tech support for teacher. Each building houses laptop and iPad carts for checkout for classroom use. The Help Desk, staffed by the district, supports technology in hardware and software.

The district fully funds the master schedule which is student-centered in its design and based on student needs and interest. The district human resources department screens applicants prior to the site interview process to ensure all staff members are highly qualified and properly credentialed. District fiscal resources support substitute coverage for all professional development, both on-site, district provided, and regional opportunities (i.e. NGSS implementation, CUE conference, AP Summer Institutes, among others). The district provides professional development and collaborative time to address online learning, enhanced teaching strategies, coordinate planning and pacing, and the implementation of new content standards. The district also provides technology courses for teachers to explore educational applications in support of students and teachers in the classroom.

The district partners with Coastline Regional Occupation Program and Coastline Community College, and Saddleback Community College to leverage college and career preparation opportunities for students, such as community college evening classes offered on CdM's campus and the CTE Design, Visual, Media Arts Pathway.

### **Areas Of Strength**

- Intra and interdepartmental collaboration
- Mentorship and support for new teachers through Teacher Induction and Instructional Coaches
- Involving students and community in shared decision making
- Administration and staff effectively communicate responsibilities, expectations and policies
- Designated time is provided for on-site professional development
- NMUSD has an established and consistent evaluation process
- New bell schedule provides for more collaboration time- adequate intervention time
- School provides effective communication to parents and students
- Multiple funding avenues support student achievement
- NMUSD Human Resources provided an additional Assistant Principal in August 2017
- New Teacher Induction, occurring at the site level, is provided by the District in partnership with OCDE
- Four Superintendent Advisory Councils to help facilitate open communication between site and District - Parent, Certificated, Classified, and Student

### **Areas of in Need of Growth**

- Enhance the alignment of the WASC Action Plan with the SPSA
- Increase the involvement of staff during the annual SPSA evaluation and review/planning of new goals for the following year
- Implement an intentional schedule for staff to analyze student achievement data based on SBAC results, AP pass rates, D and F lists, and attendance.

### **Evidence**

- Student planner
- Meeting minutes
- Meeting slide presentations
- Google surveys
- Faculty resource webpage
- SPSA
- LCAP
- NMFT contract
- CSEA contract
- Board policies and administrative regulations

- Board meeting agendas and minutes
- Superintendent's DOTS weekly email
- PTA/Foundation/Boosters budgets
- Site budget
- FCMAT
- School Site Council agendas and meeting minutes
- Site Leadership Team agendas and meeting minutes
- Professional development approval records
- Learning Round agendas
- School calendar
- Monday late start schedule
- Instructional Coaches team shared Google drive
- Instructional Coaches newsletters
- District human resources application records
- District website
- CdM website
- School Connected Organizations (SCO) websites

**FOL Group B: Standards-based Student Learning  
Curriculum  
Chairs: Emily James & Jackie Vorona**

<b>Name</b>	<b>Position</b>
Breslin, Nick	Science
Campbell, Ellie	Parent
Claytor, Kimberly	Science
Cooper, Madison	Student 9th
Decker, Mark	Social Science
Dufour, Anh	Science
Fusaro, Nicole	Special Education
Hath, Kathy	Counselor
Hiles, Bob	Social Science
Jacobsen, Brad	Math
James, Emily	English & FOL Chair
Juarez, Sarai	Social Science
Kerrigan, Dawn	English
Leavey, Greg	Social Science
Middleton, Bryan	PE
Nasser, Robin	Parent
Nyeholt, Gina	Counselor
O'Shea, Dan	Social Science
Payne, Samantha	High School Assistant Principal
Perry, Jeff	Middle School Assistant Principal
Purdy, Caitlyn	Student 11th
Ricks, Jenny	Art
Sahi, Raman	English
Schelin, Connie	Support Secretary
Seak, Jilly	Student 10th
Sturgeon, Yvonne	English
Vorona, Jackie	Science & FOL Chair
Ziebarth, Chris	Art

## **B1. Rigorous and Relevant Standards-Based Curriculum Criterion**

**All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.**

Corona del Mar High School is a comprehensive 7-12 school that works continuously to improve so that students are challenged, engaged, and supported in their academic and extracurricular pursuits. Teachers work together to evaluate and reevaluate the curriculum to ensure that students receive the best public education possible. A fundamental aim for CdMHS is that students taking the same courses will have common and consistent experiences, regardless of the teacher. Therefore, common curriculum and the development of common assessments is a focus for the Corona del Mar staff. The school schedule has been modified to provide regular designated time for collaboration on these important aspects as they relate to curriculum development and implementation. Common assessments are developed and implemented in each department and used to measure student understanding of skills and concepts across all disciplines. The use of common formative and summative assessments drive the teachers' collaborative work in adapting lessons to meet student needs.

In order to provide opportunities for all students to access rigorous and challenging curriculum in their English courses, CdMHS English teachers focus on aligning course curriculum, pacing, and best-practice instruction within each grade-level and specific subject area. Grade-level teams are aligned in both curriculum and pacing. In 2013-14, under the leadership of a new administration, the decision was made to remove honors sections of English from the school's master schedule. This course of action addressed the practice of gatekeeping and limited student access to more rigorous courses. At this point in time, teachers agreed that all students should have access to a challenging learning experience at the honors level. This move eliminated differentiation by course leveling and rather embedded it within course curriculum and classroom instruction. Driven by student requests, the school increased the number of AP English Language and Composition sections from two sections in 2013 to seven sections in 2017. While there have been no new textbook adoptions, more non-fiction readings have been added to address the Common Core State Standards (CCSS) and to provide relevant reading resources. Teachers continue to collaborate on the selection of updated and challenging fiction/non-fiction texts which motivate and challenge students at all levels.

Beginning the 2013-14 school year, Corona del Mar Middle School math department implemented the new Common Core State Standards and transitioned from the traditional Pre-Algebra and



Algebra pathway for middle school students to the new Math 7 and Math 8 pathway. The next year, Corona del Mar High School followed suit and transitioned from the traditional Algebra through Algebra 2 pathway to the new Math I, II, and III pathway. Students are also offered the option to accelerate by enrolling in the Enhanced Mathematics pathway, which integrates Pre-Calculus standards and allows students to move directly to AP Calculus after completing Enhanced Math III. To help implement the new standards, Newport Mesa Unified School District (NMUSD) contracted with the Irvine Math Project (IMP) to collaborate with CdMHS math teachers to build units of study that align with the new standards and emphasize a conceptual understanding and inquiry-based learning. This year, NMUSD is exploring new curriculum resources for secondary mathematics through a materials adoption process. NMUSD will identify a new mathematics program that will build upon the work teachers have already accomplished to provide a complete core curriculum for all high schools in NMUSD.

Over the last three years, science departments throughout the district have met to adapt their curriculum to align with the Next Generation Science Standards (NGSS). The district has adopted the three-course model, in which Earth Science standards are integrated into Biology, Chemistry and Physics. All courses include three-dimensional learning in which students use disciplinary core ideas, integrated concepts, and the science and engineering practices to examine and explain how and why phenomena occur and to design solutions to problems. Teachers have begun to adapt the curriculum by sequencing the lessons using the 5E (engage, explore, explain, elaborate and evaluate) learning cycle. In addition to formative assessments which occur throughout the lessons, there are common summative assessments which are implemented throughout the district as well as within each course at CdMHS.

To better meet career readiness standards, a new Science Technology Engineering and Math (STEM) course sequence for high school students was added to the master schedule which includes Exploring Computer Science, AP Computer Science Principles, and AP Computer Science. As a result of student request, in 2015-16, CdM added human anatomy and physiology as a new course to provide a rigorous non-AP course.

In the Visual and Performing Arts (VAPA) department, which includes Career Technical Education (CTE) and Regional Occupation Program (ROP), there have been major changes in the course pathway. VAPA classes transitioned away from the stand alone courses offered last year which included ROP Art of Animation, ROP Visual Imagery, ROP Film & Digital Media, and ROP Computer Graphics to a three-course pathway that begins with ROP Multimedia Communications Design I. The pathway is transitioning, but will continue with ROP Multimedia Communications Design II and III. This shorter pathway increases the likelihood that Sea King students will complete the pathway as many students are not able to take an art class each year. Students will also have the opportunity to receive Adobe Certification on a variety of design

applications now that N-MUSD has purchased an unlimited amount of certification licenses through Certiport—an industry standard. Many ROP classes will use this test as a common assessment throughout the district. A humanities-focused course has also been added to provide an art history component to Drama, Studio Art, and Music. AP Studio Art now has a dedicated class period; in the past it shared a period with another studio art class.

The Newport-Mesa Unified School District developed its Signature Academy Program in 2014-15 to offer students a more targeted college and career pathway. At that time, the school board directed each comprehensive high school to adopt and develop two signature academies -one academic and one for the arts. The Performing and Multimedia Arts Academy (PAMA) was already established as a small learning community at CdM, and has been re-structured as a new signature academy in the arts. Through PAMA, students are prepared to enter their post-secondary experience with a highly developed skill set in their area of concentration. There are five areas of concentration within PAMA: choral, instrumental, drama, dance, and visual arts. Students participate in a sequence of courses from 9th to 12th grade within their chosen area of area of focus. In addition to the course sequence, students fulfill additional requirements each year such as participating in performances, attending outside performances, directing their own performances, and participating in internships. Each PAMA student has a faculty advisor to oversee their work for the additional requirements and the senior project. These additional requirements culminate during the senior year with a senior project and presentation. If all requirements are completed, students graduate with a PAMA designation on their transcript and diploma. These students are recognized at the PAMMYs, which is an end-of-the-year showcase featuring student highlights and performances from each VAPA discipline.

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In 2014-15, CdMHS added the Academy of Global Studies (AGS) as the academic signature academy. AGS is a four-year program for incoming freshman interested in global studies. Through Academy of Global Studies, students pursue their passion for learning about global issues throughout their educational careers. CdMHS offers students skills and tools for global competitiveness and the capacity to develop global relationships. The goal of AGS is to develop students who are knowledgeable, engaged, and competitive global citizens. The AGS curriculum is composed of a series of advanced placement social studies courses from grades 9-12 (AP Human Geography, AP World History, AP US History, and AP Comparative Government/Econ, AP Seminar, AP Research) paired with at least four years of coursework in a world language (French, Mandarin, Spanish, or American Sign Language). Students are required to obtain a California Seal of Biliteracy by the completion of their senior year. Students also fulfill extra requirements each year such as attending and organizing quarterly speaker series, partnering with a student abroad to work on projects in grades 9-11, and participating in internships during their junior and senior year which will culminate in their senior project. AGS students have a faculty advisor to oversee their extra requirements and senior project. If all requirements are completed, students graduate with an Academy of Global Studies designation on their transcript and diploma. The CdM Academy of Global Studies continues to provide an advanced, cross-curricular program for students who wish to pursue international business, medicine, or other world-encompassing fields.

The world languages department has grown drastically over the past few years. With the addition of two new teacher positions since 2014, CdM world language teachers use designated departmental collaboration time to share best teaching practices, to develop and implement common pacing and curriculum per course level, and to make and refine common formative and summative assessments which support vertical alignment and student success in each level of progression. Mandarin courses were added to CdMHS in 2014 beginning with a Mandarin I/II combo class, as well as a trimester-long wheel class for the 7th graders. Since 2014, the Mandarin program has grown to also include Mandarin II, III/IV combo class, and AP Mandarin. The Spanish language program has grown as well. As a result of the elimination of Honors Spanish II and III, the AP Spanish Language program has grown from two sections to three allowing more students access to rigorous curriculum throughout all Spanish courses. Due to successful AP Spanish Language and Culture scores and a consistently high AP pass rate, AP Spanish Literature was added to the school's master schedule in 2017-18. The world language program has grown overall since 2012 due to the rising needs and interests of students.

The social science program begins in 9th grade with an optional course of AP Human Geography which serves as an introductory AP course for freshman, as well as an introductory course for the Academy of Global Studies. Beginning in 10th grade, students may choose between college-preparatory World History or AP World History. Eleventh grade students can choose between college-preparatory US History or AP US History. The 12th grade course options are college-preparatory American Democracy/Economics, AP American Democracy/AP Economics, or AP Comparative Government/AP Economics. There are many electives offered in the social science department, which include: Psychology, Sociology, and AP Psychology. The social science department has a widespread presence on campus through their related activities, clubs, and organizations such as Model United Nations, the Academy of Global Studies, Speech and Debate, and Youth and Government.

CdMHS English teachers believe that creating a guaranteed and viable curriculum is important for the students. At CdMHS, teachers have eliminated honors classes within the English department. At the freshmen and sophomore level, an honors-for-all approach has been adopted, meaning that everything is taught with rigor and high expectations. All students attain the fundamental skills, knowledge, and rigor in reading, writing, listening, and speaking that prepare them for more advanced coursework at the Advanced Placement level. Ninth and tenth grades offer college-preparatory courses; eleventh and twelfth grades offer college-preparatory or AP courses.

In the math department, there are two pathways available to students: Math I through III and Enhanced Math I through III. Students who complete Math III are prepared to enter Pre-Calculus their senior year, while students who complete Enhanced Math III are prepared to move straight into AP Calculus, due to the integration of Pre-Calculus standards into the Enhanced Math III course. Students are recommended for one of the two pathways based on their achievement in middle school and teacher recommendations. Students may choose to move from the Math I through III pathway into the enhanced pathway after the completion of Math I or II. After completion of Math III or Enhanced Math III, students may also choose to take Statistics or AP Statistics.

The core courses in the science department are biology, chemistry, and physics, each of which integrate Earth Science standards according to the recently adopted California Science Framework. As example of how earth science is integrated into the new core courses in biology, CdMHS students study the history of the Earth's atmosphere as well as the ecosystem as a response to climate change. In physics, students study the stars and the origin of the universe, as well as earthquakes. In all core courses, students engage in engineering practices as they design and test solutions to a given problem.

Within the mild/moderate Special Education Program, students are supported in the least restrictive environment (LRE). The majority of the students are mainstreamed in general education classes and offered additional support in Basic Skills classes. Basic Skills classes offer an opportunity for the instructor to re-teach concepts, supplement instruction, provide accommodations for assignments, integrate a social skills curriculum for both middle and high school, and provide small group instruction. Basic skills classes also provide students with homework assistance, checking for missing assignments through the online homework portal, and an alternative setting for testing. Basic Skills classes are offered to students with an IEP. Furthermore, directed core classes are also offered to students that require smaller class settings and instruction at a slower pace. The graduation required courses are offered in the areas of English, history, science, and mathematics. The classes are taught by the education specialists and provide students the ability to meet state requirements to earn a high school diploma. Specialized Academic Instruction (SAI) is offered for all in all core curricular areas.

CdMHS continues to offer additional classes that have been developed to provide support to students with more moderate needs. These additional classes include real-life math, real-life reading, foundational history, transition skills, adult living skills, and vocational instruction. The focus of these classes is to help students develop the functional and academic living skills necessary for successful transition to postsecondary life.

Students enrolled in the moderate/severe Special Education Program (SAI-SDC) through the IEP process develop functional skills such as life and vocational skills, as well as curricular-based skills in Math and English. Curriculum used in these classes is designed and modified to meet the needs of individual students as determined through the IEP process and is aligned with the Common Core standards. Moderate/severe Special Education students frequently participate in general education elective classes supported by instructional staff. Students also participate in community-based instruction for the purposes of generalizing classroom-developed skills. Program elements include community service learning opportunities such as on- and off-campus vocational skills instruction in partnership with area businesses. The Middle and High School SDC are also in the process of refining a partnership on campus with Associate Student Body (ASB) and Trident TV weekly as a way to promote inclusion.

At CdMHS there are two classes designed to support students with autism. They are ABA mild and moderate classes. The school's moderate autism class supports students who function at a higher cognitive level, and the class serves as a bridge between the SAI moderate and moderate-severe classes and Autism programs. Students from the moderate class are typically on a certificate of completion path and work daily on functional life skills. The curriculum offered in both the moderate and severe autism classes is directly driven by students' IEP goals.

There are four languages offered through the world languages Department which include Spanish, French, Mandarin, and American Sign Language (ASL). Spanish offers courses from level I to AP Spanish Language and Culture, as well as AP Literature. French offers level I through AP French Language and Culture. Mandarin offers courses from Level I through AP Mandarin. ASL offers level I to level III. Some students select off-campus, private language course options, including National Virtual University High School (NVUHS) and Orange Lutheran online French and Spanish course options.

The visual and performing arts (VAPA) department is comprised of many singleton classes that cater to the various levels of students and to specific art forms. CdMHS offers both digital and visual arts courses such as Multimedia Communications Design, Entertainment Art, Visual Imagery, Art I, Art II, AP Studio Art, and Ceramics. There are five choirs, including male-only, female-only, and mixed-gender choirs. The music courses are divided into specific sections, including a strings ensemble, orchestra, band, and beginning/introduction courses to instrumental music. The drama program is arranged into audition-based courses by ability level where students prepare stage performances for live audiences.

Allowing for more opportunities for teacher collaboration has been a major focus of Corona del Mar High School since its last visit in 2012. The changes to the school bell schedule have helped the CdM staff to embrace and successfully commit to building a collaborative learning community culture. In 2012, department and staff meetings were held once a month for 50 minutes. Teachers met to collaborate during their planning periods and during lunchtime. On the current bell schedule, departments have many more opportunities to meet for collaboration built into their workday. Monday late starts are designated for professional development, collaboration time per department, and grade-alike struggling student/intervention meetings. In 2015-16, Corona del Mar gained 30 Monday late start days. Then in 2016-17, Corona del Mar kept its 30 Monday late starts while adopting a block schedule. Finally, in 2017-18, teachers voted to re-structure rally schedules and gain another five late start Days throughout the school year. Currently, CdMHS has 35 late start Days and dedicates the majority of them to teacher collaboration and professional development. With the creation of CdM's current late start bell schedule, teachers collaborate within the departments and within grade levels, focusing on curricular alignment, course design and rigor, as well as on the creation and implementation of common assessments.

CdMHS English teachers now have aligned curriculum per grade-level, similar pacing, and common assessments and rubrics. English teachers across the district also have aligned common benchmark assessments in order to measure the effectiveness of course designs at various sites. Sea King English teachers collaborate regularly during designated Monday late starts, during lunches, and outside of school hours.

The math department collaborates regularly on common pacing for all subject-alike courses. CdM math teachers also collaborate and develop common assessments for all major unit tests within each course. As with all departments at Corona del Mar, the math department has taken advantage of the built in collaboration time of the late start schedule. Instructional coaches and district teachers on special assignment (TOSA) help to facilitate collaborative opportunities within the department both school and district-wide. Beyond these formalized collaboration sessions, teachers at CdM frequently collaborate in an informal manner, meeting with one another in classrooms during planning periods, at lunch, during breaks, and before/after school as needed. When possible, cross curricular collaboration is utilized in order to enhance instruction between math and science.

The social science department has quarterly district meetings to collaborate and align coursework amongst not only CdM teachers but throughout the district. Social science teachers have created pacing plans for each core course that include common benchmark tests with integrated rubrics and expectations. They also collaborate on analyzing data from the benchmarks to help drive change in curriculum for the upcoming year. Collaboration in the social science department takes place between all grade level teachers to form common goals and terminology. Specific to CdM, 10th grade World History teachers collaborate in creating the Veteran's Living History project second semester in which all 10th grade students participate. Students interview veterans and create a presentation about their military experience. The culminating event in March is the Veteran's Living History Luncheon where all veterans and 10th grade students, teachers, community members and district personnel gather to share the impact of this educational and motivational project.

Collaboration is a key component to CdM's culture; this culture extends to the science department. Not only do teachers collaborate within the science department to align their curriculum, assessments and pacing to the standards with each other, but teachers from each school also meet multiple times per year at the district level to align content and curriculum across the district. The school provides opportunities for release time throughout the school year for collaboration within departments. Sea King science teachers, like their colleagues utilize the built in collaboration time within the bell schedule to collaborate within subjects and within departments as it serves common curriculum development, implementation, and refinement.

Since 2014, CdMHS high school teachers have been meeting at the district level to develop a common sequence of study for each high school subject, as well as common assessments and modules. Last year, all schools in the district met four times, for six hours at each session to develop and refine this curriculum alignment. For example, at the district level, the chemistry department at each NMUSD school met to discuss and develop a unit on atomic structure and periodicity. This unit focused on how Coulomb's Law relates to atomic structure and trends in the

periodic table. As a result of this example of district-wide collaboration, all schools will be initially assessing the students prior knowledge, engaging students through hooks, allowing students to explore this concept through labs and research, and explain their understanding on formative assessments regarding misconceptions and incomplete knowledge. Chemistry students throughout this process will also elaborate on misconceptions and incomplete knowledge through lab reports which incorporate concepts and standards from both math and English language arts to evaluate and measure their progress against performance expectations. NMUSD continues to schedule district-wide collaboration time for each department's curriculum committee.

NMUSD's VAPA professional development time provides multiple opportunities throughout the year for VAPA instructors to collaborate in an interdisciplinary environment, as well as within their own discipline. Corona del Mar VAPA teachers work together during late start Mondays, as well as during district-wide pull out days.

In the world languages department, late start time has allowed for improved vertical alignment between course levels. All Sea King world language teachers believe in aligning a rigorous and challenging curriculum. Beyond the designated, department collaboration time, language teachers also meet during lunch and during planning periods whenever possible to further align curriculum and share best teaching practices. Since 2014-15, the world languages department has increased its online collaboration of lessons, curriculum and pacing, rubrics, and assessments with its increased use of the Google Drive. Through this shared technology resource, world language teachers share documents, forms, spreadsheets, and presentations much more frequently than in years past. All midterms and final summative exams are also shared within the team. The world language department continues to follow, use, and review site-based pacing and shared goals. Furthermore, the district schedules district-wide professional development opportunities throughout the year which allow for world language curriculum development at the course-alike level. Teachers from across the district meet and collaborate in order to share ideas, best practices, create common district-wide goals, and make common courses of study for the same classes as evidenced on the NMUSD website.

Corona del Mar High School has recently made strides in expanding and improving its implementation of technology across campus. The objective of CdM's use of technology is to transform curriculum, resulting in higher levels of achievement for all students. In order to ensure that technology is effectively utilized in the classroom, Corona del Mar has assigned mentors to train and engage teachers. This support team is made up of three Site Tech Coordinators and two digital fellows. Eight instructional coaches from each curricular discipline provide further professional development and support to teachers. Instructional coaches model and present to the staff how to utilize technology as an engaging, instructional tool through which they may deliver curriculum at varying learning levels.



Corona del Mar currently uses School Loop as its primary Learning Management System. This platform is used by all teachers and its features announce assignments, trend student success with notifications, communicate with parents and guardians, as well as provide teachers with a schoolwide gradebook accessible by students and parents online. Teachers are also given the option to use alternative learning management systems (LMS) platforms including Google Classroom and PowerSchool Learning. Beginning in 2017-18, linked to each CdMHS teacher School Loop account, when assigning student work, teachers have the option to also post an assignment to Google Classroom with a click of a button. Corona del Mar teachers have a choice to utilize the Learning Management System that best fits their curriculum and course needs. All teachers use the district's Student Information System, Aeries.net. Aeries is used by teachers to take attendance, view schedules, and track student data and progress.

Online learning is now available for students in courses that include American government, economics, health, and a P.E. course, "Fitness for Life." Infrastructure improvements include WiFi implementation across campus. Some teachers are experimenting with a voluntary Bring Your Own Device (BYOD) - expanding technology access beyond what has been provided by the district. BYOD has also proven to be an effective way to model and teach digital citizenship as the proliferation of personal devices is now readily apparent.

The previously underutilized school library is currently undergoing renovation and is expected to open early in late 2017- early 2018 as the new Learning Resource Center. The LRC will create an interactive learning space incorporating technology, small group learning settings, and study and research areas. This development will provide the resources and space for students to engage with the technology readily available on campus.

Google-Suite apps are also used by most students as every student is given a Google login that gives them access to core services like Drive, Docs, Sheets, Forms, and Slides. The Google login also allows instant access to 3rd party educational apps using a Google Login. Other collaborative educational apps used frequently on campus are edPuzzle, PearDeck, Kahoot, Quizlet and Khan Academy. Many teachers have YouTube channels which allow students to access instruction and course curriculum at their own pace.

The Middle School Tech Wheel gives students a deep exploration of the use of technology today and prepares middle school students for a future course of study in high school STEM (science, technology, engineering, mathematics) courses. 3D printing, Coding, and Web Development are covered in a year long wheel. 3D printing is also used in the Design, Visual and Media Arts program— providing a wide variety of strategies and uses of this burgeoning technology.

Corona del Mar High School sits in a unique and fortuitous position because it shares a campus with its only feeder middle school in the district. This circumstance creates a natural atmosphere for vertical articulation within all subjects, from seventh through twelfth grades. Teachers collaborate regularly, both during formal collaboration times and during shared planning periods or lunches to align curriculum so that the learnings from one course subject prepare the students for the next.

In the English department, teachers have the opportunity to build upon knowledge and skills from prior 7th-12th grade levels. Our educators have created a document where each course identifies what core skills and expectations are needed at each grade level. CdM collaborates through district, department, and grade-level PLC days.

In the math department, vertical alignment discussions occur during department late start meetings. Math teachers can reference a list of skills taught in each course so any teacher can know the content of the curriculum from the previous years.

NMUSD Elementary schools offer a drama camp that feeds into the middle schools, and eventually high school. Streamlined ROP/ CTE courses are organized in a sequential multimedia pathway, where students begin with analog, two-dimensional art-like photography and video before moving on to explore digital 2d and 3d design and animation.

Although each of the four high schools in NMUSD share a course of study for world languages, Corona del Mar Middle and High School have tailored this program to best fit the needs of the community. Many of our students come to us from private schools and we offer a placement test to any student interested in entering our program at an advanced level. One of the world language department's greatest strengths is its articulation between middle school and high school world language classes. This articulation allows students to be successful at their highest level. The world language's common final exams in high school level courses provide a reliable indicator of success at the next level. All Spanish, French, and Mandarin courses are taught at a college-preparatory level. Students who have tried an academic language also have the option of taking American Sign Language, which is a UC-approved course at CdM. All teachers in the world language department meet regularly in course-alike teams to ensure the consistency of the curriculum. Once a year a representative from each level of Spanish meets to work together to examine and make necessary changes to vertical alignment. The world language department keeps a shared Google Drive in which all vertical alignment plans are housed.

In the science department, teachers communicate across grade levels to ensure that students are exposed to the science and engineering practices at increasing levels of sophistication at each

level. For example students construct explanations using the Claim, Evidence, Reasoning (CER) model starting in 7th grade. This model is used through all levels up to and including the Advanced Placement courses. The expectation at each level may change slightly. The approach that the middle school and early high school teachers used is clearly articulated to the junior and senior teachers. In addition, the performance expectations of the physical sciences and biology requires that students have a solid foundation in these areas in middle school. The high school teachers in some cases teach middle school courses in addition to their high school classes therefore the practices and curriculum of the middle school is communicated to the higher levels.

The social science department regularly discuss vertical alignment in department meetings on late start days. Within the department, there is an emphasis on primary and secondary source analysis and writing skills. These skills are introduced in middle school and developed further in 9th through 12th grade. The department aims to shape students into critical thinkers that can evaluate and analyze written, visual, and audio sources from a variety of historical periods. The social science department also communicates about historical themes that are consistent throughout the courses so that, whenever possible, the knowledge from one course builds upon the prior learnings of the course which preceded it.

## **B2. Access to Curriculum Criterion**

**All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.**

CdMHS counselors provide comprehensive support for all students, so they understand their options throughout their tenure at CdMHS. Before entering high school, the 8th grade counselor visits each 8th grade English classroom. The counselor delivers a guidance lesson on 9th grade class selection, high school graduation requirements, and four-year college requirements including the UC and California State University A-G course pattern. Additionally, CdMHS provides an 8th grade parent night to discuss course selection, athletics, special programs, four-year college requirements, the ROP programs, the Academy of Global Studies (AGS) program, the Performing Arts and Multimedia Academy (PAMA), extracurricular options, and the art/music programs. For new families that are coming from 8th grade private schools, CdMHS provides a Prospective Parent Night that is hosted by the high school Principal and one counselor. They provide all the information discussed at the 8th grade parent night, in addition to answering the questions of the prospective parents and students.

Counselors visit each freshman English class to review high school graduation requirements, A-G course requirements for the UC/CSU system, extracurricular activities, California Scholarship Federation membership and to introduce the Naviance college software management system. Each

student starts to input a four year course plan into the Naviance system with the help of their counselor. This also begins the relationship between counselor and student as they work closely together in small groups during this presentation.

During the student's sophomore year, counselors go to all history classes and teach a guidance lesson that includes an assessment on Naviance called "Do What You Are". This guidance lesson focuses on possible career options the students might be interested in based on the assessment results. After counselors explain the results, students complete a worksheet that helps them further explore those careers and potential college majors and college campuses that might be a fit for their career choices. This also assists them with the proper selection of courses for their future years in high school. In the spring, counselors hold a 10th grade parent night that focuses on course selection, athletics, special programs, four-year college requirements, the ROP programs, the AGS and PAMA pathways, extracurricular options, and the art/music programs.

During the student's junior year, counselors go to all English classes and lead a college search guidance lesson on Naviance. Counselors have the students start to research colleges they are interested in and what the requirements are for that college. This further prepares them for their senior year course selections.

During the student's senior year, extensive support is provided by the counseling office. Counselors audit senior transcripts to make sure students are in the proper classes and not missing any classes for graduation or college. Additionally, counselors and students work closely together on college applications and essays. Every Monday and Wednesday night from 3:30 pm - 7:30 pm one counselor and one English teacher staff the Student Resource Center. Students can drop in and get feedback on their college essays and/or help with their college applications.

Each year counselors sit with their students one-on-one and register them for their classes for the following year. The students goals are discussed, and four-year college and community college requirements are explored as needed. The counselor reviews the transcript to make sure the student is taking the proper curriculum for their goals. AP and honors courses are encouraged as appropriate. All students are made aware that they have access to any course they wish to take but are counseled according to the student's needs and desires.

Many of the juniors and seniors at CdMHS enjoy taking community college classes to pursue an interest they might have that is not offered at CdMHS. Counselors make sure that the courses are UC/CSU approved and will ultimately help the student achieve their long-term goals. Any student who wants to take a college level course gets prior approval from their counselor. This ensures that counselors have the opportunity to review the student's goals with them. The students typically attend IVC, OCC, or U.C. Irvine. CdMHS also partner with Coastline Community

College. CdMHS offers one community college class each semester at night on the CdMHS campus for student convenience. One counselor is designated as the liaison and works closely with interested students. All students are made aware of these evening classes as they are listed on the annual CdM registration sheet. Then, throughout the year, additional advertisement is done to ensure students are aware of this opportunity.

Lastly, CdMHS has an extremely dynamic Student Resource Center (SRC). The College and Career Programs Coordinator is available daily to discuss college options, scholarships, internships, summer programs, and ROP classes. Each year the Coordinator schedules over 200 college visits. There are specialized nights to further the students' knowledge. Students go into the SRC because it is a safe place and a place where they get the needed support and information they are seeking.

In order to promote career readiness, each department at Corona del Mar High School provides opportunities for real-world application of the curriculum. Through the Academy of Global Studies (AGS) students offer a variety of classes that foster global awareness, research, and citizenship. Specific courses include AP Human Geography, AP Seminar and Research, and AP Comparative Government. AGS also partners with countries such as Japan, Turkey and Brazil to complete group projects addressing global issues. Furthermore, AGS students complete an AP WE service project targeting the global water crisis, which culminates in the students fundraising to construct a well for a global community in need. Currently, AGS has funded two wells in El Salvador and two wells Swaziland. In addition, AGS students complete a Senior project that connects with international relations or international business. Real world opportunities exist for 10th grade students through the Veteran's project. As part of this project, students are placed in groups to interview a veteran and document, record and create a written and visual presentation of their experience. In AP Psychology, students complete a child development project in which they interview and test developmental theories with children ages 3-8. They conduct developmental assessments, interviews with parents and children and apply to basic AP Psychology curriculum. In Economics, students participate in a stock market simulation to teach students how to analyze, and invest in the stock market. At CdM 150 students participate in Youth and Government. This program provides the opportunity for students to create and debate bills, argue court cases, run campaigns, make "mock amendments" to the California constitution and more.

Because the standards of English include reading, writing, listening and speaking, nearly all skills in these courses have real world applications. Reading analytically and writing or speaking with purpose while providing evidence for specific claims are valuable traits that carry over into students' post high school and career lives. Throughout their four years in high school at CdM, students are challenged and given multiple opportunities to demonstrate mastery of these critical

abilities. Additionally, Corona del Mar requires graduates to complete a Senior Project. This gives them the opportunity to conduct research on a potential career and participate in a job shadowing experience. Seniors then explain their experience in a formal paper and oral presentation.

In the math department, students engage in real-world data collection activities and solve problems using groupwork and technology. Sea King math courses apply the technique of modeling tasks where students must research information and apply previously learned mathematical skills and knowledge to solve real-world problems. As the math department has adopted the Common Core State Standards, they have increased the frequency of hands-on mathematical assignments, inquiries, and projects that address the standards in a relevant and engaging manner for students. Mathematics classes are sometimes held in the school's quad where students work in small groups to gather data on a given task, extending the students learning experience beyond the traditional textbook.

In the science department, students conduct field work including water testing in the local Newport Back Bay. New to CdMHS in the last three years is the field studies program and the FIRST robotics team. Through field studies, students visit places like Zion, the Grand Canyon, and Olympic National Park where they learn about their important role as stewards of the environment. The CdM robotics team is made up of about 30 students who work with mentors to raise funds, design a team "brand," hone teamwork skills, as well as build and program a robot to perform prescribed tasks against a field of competitors in an international, 23 year old competition. In 2016, the team earned a wild card ticket to the world championship held in St. Louis. The mission of FIRST Robotics is to inspire young people to be science and technology leaders, by engaging them in exciting mentor-based programs that build science, engineering, and technology skills that inspire innovation and that foster well-rounded life capabilities including self-confidence, communication, and leadership.

ROP/CTE curriculum is vocational by design, yet not specifically aimed at training students for a career in the design world or the arts. Skills learned in these classes, however, are applicable to any job—highlighting and emphasizing the real-world relevance of the curriculum. Speakers from academic institutions and the private industry are a common occurrence on campus organized through the visual and performing arts program. Advanced Placement Art History consistently includes current events in its curriculum, and students are encouraged to make connections to the visual and performing arts from the past to the present.

The world languages department engages students in real-life, relevant activities on a daily basis through the use of content, culture, art, and music. For “Dia de los muertos”, a Mexican celebration remembering those who have passed, Spanish teachers deliver culturally significant curriculum through their instruction. This lesson culminates with a face painter who comes to

campus to paint faces. The American Sign Language program offers numerous sign language events that students attend in their quest to better understand the challenges associated with being deaf. CdM world language curriculum is aligned with the California World Languages Standards, which include content, communication, cultures, structures, and settings. Students are also offered the opportunity to travel to countries where the language is spoken. Over the years the world languages department has promoted cultural exchanges to Argentina, Spain, France, and Japan. Community service opportunities allow students to use their second language in a real-life situation.

### **Areas of Strength**

- The addition of new courses, both AP and non-AP courses: Human Anatomy and Physiology, AP Comp Principles, Exploring Comp Science, Mandarin 4, AP Mandarin, AP Spanish Lit, Business, AP Comparative Government, AP Seminar, yoga, online PE, four-year progression of choral and instrumental classes
- Elimination of honors courses and gate-keeping to increase access to AP courses and to enhance the rigor of college prep courses
- All of our A-G courses are UC approved (pending four in current review)
- Initial stages of developing a sequence of computer science courses
- Department collaboration to align curriculum and pacing is a common practice
- Unique 7-12 school setting allows for deliberate, enhanced vertical alignment
- Supplemental funding available from parent-based organizations (PTA, Boosters, Foundation) to enhance curriculum
- Integrating hands-on activities into curriculum to (labs, tangible manipulatives in math, physics boat race) meet the needs of various learning styles, promoting higher levels of student engagement
- Proactive response from administrators to support curricular needs and professional development within their curricular area
- District professional development to write common units of study in English, Science, Math and Social Studies
- Student-centered master schedule to meet the needs and interest of students

### **Areas of in Need of Growth**

- Expand implementation of the Next Generation Science Standards to prepare for statewide testing starting in 2019
- Continued course alignment within the integrated math sequence
- Explore the addition of more CTE pathways (Project lead the Way or Engineer Your World)

## **Evidence**

- Grade-level or subject-alike pacing/calendars
- Site benchmarks
- District benchmarks
- Common formative and summative assessments
- Master calendar
- Textbook adoption committees
- Department meeting minutes
- Irvine Math Project Unit of study
- Adobe Certifications
- Bell schedule
- Master schedule-course offerings
- Senior Project rubric
- Google Drive



**FOL Group C: Standards-based Student Learning  
Instruction  
Chair: Tina Polychronopoulos**

<b>Name</b>	<b>Position</b>
Anderson, James	English
Booker, Marissa	Special Education
Brude, Chris	English
Burger, Shae	Student 12th
Burgess, Kelly	Math
Cohen, Monica	Parent
Cooper, Amy	Parent
Dew, Marissa	Math
Eversgerd, Todd	Social Science
Hitchens, Jason	Social Science
Jack, Dawn	Support Secretary
Kaylani, Karim	Student 10th
Kennedy, Clay	Social Science
Kravets, Megan	Special Education
Lindt, Hannah	Theatre
Madden, Megan	Counselor
Polychronopoulos, Tina	Math & FOL Chair
Pulido, Shondra	World Language
Ramirez, Elisa	World Language
Rinehart, Dave	Science
Samir, Emy	Math
Stafford, Sam	PE
Topping, Erin	English
Valenzuela, Daniel	High School Assistant Principal

## **C1. Challenging and Relevant Learning Experiences Criterion**

**To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.**

The teaching staff at Corona del Mar High School is innovative and proactive in creating high-level, rigorous curriculum. 100% of Corona del Mar staff is certified to teach within their fields with no emergency credentials. Corona del Mar has been staffed by the district with eight instructional coaches that have helped prepare the staff for the Common Core State Standards as well as serve as important instructional leaders. These instructional coaches lead staff professional development that lends itself to innovative instruction and educational pedagogical advances. Members of the instructional coach team include teachers from the English, math, science, social science, world Languages, and visual and performing arts. Furthermore, each instructional coach is assigned a small team of teachers to provide more individualized educational support in the area of instruction.

Over the past six years, Corona del Mar has committed to provide increased teacher collaboration time to work together on their instructional practices. In 2012, each department had 50 minutes per month to hold department meetings. In 2014, the CdM staff voted to increase teacher collaboration time for instruction by implementing a weekly late start schedule. In the 2016-17, CdM moved to a new block schedule that included 30 late start collaboration meetings of 50 minutes per year. For the 2017-18 school year, the CdM staff voted to increase the number of late start days to 35. Corona del Mar values collaboration amongst its staff and continues to make take advantage of this valuable resource to support classroom instruction.

The departments at Corona del Mar have committed to teaching using the new Common Core State Standards. Corona del Mar English department was the first to move to the Common Core standards after their release in 2012. The math and social science departments soon followed in 2013-14. Additionally, the math department moved to an integrated mathematics program in 2014. CdM science teachers began the Next Generation Science Standards adoption in 2016-2017. Corona del Mar teachers strive to offer rigorous instruction that challenge students to take college preparatory, as well as college level courses. Of our 99% graduation rate, at least 86% of the senior class fulfilled the college A-G requirements and went on to attend a four-year university. In 2017, 864 students were enrolled in Advanced Placement exams, and 48.7% of our students have taken at least one AP class. English Language Learners receive English Language Development instruction, support, and monitoring throughout high school.

The move to a block schedule has allowed teachers to become more creative in how they plan their instruction. The CdM teaching staff plans engaging lessons that incorporate small group projects, research-based projects, classroom presentations, extensive science labs, and Socratic seminars. Instructional coaches offer various professional development opportunities to assist teachers in the effective implementation of technology strategies, how to engage the students in the learning process, how to incorporate diverse teaching methods, and how to differentiate instruction. Instructional coaches have also led staff professional developments on how to maximize instructional time on a block schedule. Several professional trainings have been dedicated to training school staff on how to utilize the optimal window of learning (OWL) in each lesson. Other trainings involved having teachers share best teaching practices that require active involvement by students in the learning process. These trainings have led to innovations in how teachers are communicating and carrying out lessons within alike courses and with their individual classes.

In each department the instructional approach enables students to develop skills, gather information, explore different levels of knowledge, and communicate effectively on given topics. Students are informed daily about the learning target, which includes the daily objective. Students have multiple checks for understanding which involve exit tickets, Kahoot, Quizlet, physical cues for comprehension, pair share, and daily reflections. Teachers use collaborative activities that allow students to discuss concepts and ideas to dive deeper into the content. Teachers at Corona del Mar continue to revisit and refine their use of closure activities to guide instruction.

The English department engages students actively in learning experiences that meet the state academic standards and our department expectations. At the middle school level, the focus on claim, evidence, and analysis in reading and writing offers students a solid foundation for the rigor of high school level reading and writing. A variety of projects, such as mock trials, historical investigation, and poetry units ensure that students are critical thinkers and creative writers. At the high school level, direct reading strategy instruction, Socratic seminars, oral testing, discussion of college-level literary and historical prose, and challenging writing assignments push students to expand their skills and explore topics from different perspectives.

The CdMHS math department offers students rigorous math courses in preparation for post-secondary studies. Currently, CdM offers integrated mathematics for all students. Within the integrated math levels, CdM has college-preparatory math courses, enhanced courses (Math 8, Math I, 2, 3), or advanced placement courses (AP Calculus AB, AP Calculus BC, AP Statistics). The math department has made it a priority to collaborate among course-alike content area teachers to ensure that all students are receiving common instruction. Course-alike teachers often meet beyond the required staff and department meetings in order to align instruction and create and analyze common assessments.

Teachers encourage student exploration of new concepts rather than giving them rote rules to memorize. This type of instruction allows students to take responsibility for their learning and allows students to develop resiliency in problem solving. Teachers create a safe environment where students can ask questions and make mistakes, allowing students another way to take ownership of their learning. Along with textbooks, students learn through Irvine Math Project (IMP) activities and labs. Teachers use these types of activities to enhance student understanding toward real world applications. The math curriculum and its instruction is built upon a continuous spiral pattern so that students can make connections with previous units.

The social science department strives to prepare its students for college through rigorous instruction and expectations. Our department works extensively with primary and secondary sources in college preparatory and AP courses. An example of this is the regular use of analyzation techniques in many courses. Teachers also utilize document based questions (DBQs) and writing assignments to practice the ability of interpreting and analyzing documents. Students are also exposed to various critical thinking and analytical activities that instruct them to evaluate multiple situations and outcomes. In-class debates, the stock market project in Economics, Socratic seminars, in-class discussion, and writing assignments allow students to connect their classroom experience with relevant real world application. The social science department collaborates very often and communicates regularly to support one another in instructional practices; this collaboration happens via e-mail and during department meetings. Subject-alike courses are aligned regardless of the teacher assigned, which requires planning and communication amongst the subject-alike teachers. The department also attends numerous district meetings which allow it to grow and streamline instruction.

Teachers in the social science department work to create relevant, hands-on projects in their courses. The following list of common projects highlight real-world experiences that connect to their subject area:

- Government campaign (research)
- AP essays (writing)
- Stock Market Project
- Personal finance activities & projects
- Credit cards, student loans, credit score activities & projects
- Media bias (research and interpreting data)
- Polling activities ( analyzing data)
- Debates (AP Gov)
- Living History Project

The social science department at CdM uses designated Monday late start time to collaborate on instructional practices, rigor of content, common assessments, and analysis of assessment data to guide instruction. Social science teachers use rubrics to communicate their expectations of assignments, tasks, and projects. Teachers use a variety of rubrics to focus on specific skills mastery, as well as the common rubrics provided by Turnitin.com. The social science teachers also incorporate the program *Revision Assistant* in their instruction to help struggling students. This program offers immediate feedback and comprehension checks for students mid-assignment allowing class time to be used for reflection. Writing prompts are often revised to maximize students' understanding and analysis of the work. The social science department offers college readiness courses and advanced placement courses, challenging students at their highest level. Students may also choose to join the Academy of Global Studies their freshman year to deepen their understanding of the social sciences in the global world and connect to even more relevant learning experiences in their lives.

The Science department collaborates on and implements instructional strategies which support three dimensional learning as outlined in the NGSS (Next Generation Science Standard). In this model, science is viewed as a body of knowledge, an evidence-based model, and a theory building experience that continually extends, refines and revises knowledge. CdM science teachers employ the 5E model of engage, explore, explain, elaborate/extend, and evaluate across all scientific disciplines. Through planning and aligned instructional practices, CdM students engage in open-ended exploratory experiences which allow them to think like a scientist. This approach occurs in all CdMHS science classes. Teachers collaborate regularly during weekly Monday late start days. The instruction delivered in CdM science classes provides a great foundation and prepares students for the field of science. In physics for example, students explore projectile motion, gather data, and explain various phenomena through the hands-on 5E model. In biology, students present their findings on a given topic, such as climate change, based on evidence that they have collected and evaluated in class. The science department also provides the opportunity for students to work collaboratively and present their findings through oral and digital presentations, Socratic seminars, gallery walks and many other engaging instructional activities. In all classes students are given problems in which they design a solution following the engineering process.

The CdM world languages department provides challenging, college-preparatory, and advanced placement program options. Beginning in the 7th grade, students have the opportunity to choose one of our four languages to study: Mandarin, Spanish, French, or American Sign Language. We offer students a comprehensive 5-year program in French, Mandarin, and Spanish along with the option for a 6th year in AP Spanish literature. CdMHS world language students have the

opportunity to receive the California State Seal of Biliteracy at graduation after the successful completion of the AP Language and Culture Exams in Spanish, French, and Mandarin. World language teachers collaborate on pacing and instruction to provide students with consistent and meaningful, authentic learning opportunities and activities in class. Monday late start collaboration has served this department in aligning its instruction since the last WASC visit in 2012. Course-alike teachers are on the same pacing plan and create units of study, lessons, and projects together. Course-alike teachers incorporate communicative activities, cultural projects, and global simulations to support the relevance of what students are learning in class.

The visual and performing arts (VAPA) programs at CdMHS are models of instructional diversity. Across the artistic disciplines, rigorous and meaningful artistic experiences are made accessible to all kinds of students through teacher instruction. Students learn and express their knowledge in creative ways. Students are expected to engage, create, express and reflect on their work. Art is viewed through both historical and cultural perspectives in order to facilitate broader understanding. These skills are not only applicable to their experiences in class, but transferable to other class, disciplines and experiences.

Students participate in an ongoing practice and reflection that is the cornerstone of the art disciplines. Students participate in projects as both creators and consumers. Many of these projects require students to collaborate with each other. The process of creating and critiquing, as well as collaborating, have significant applications in college and career-readiness.

The art department offers introductory to advanced levels allowing interested students to continue to pursue the art at a highest level of interest. Grouping students by skill level allows teachers to challenge the students' thinking at the most developmentally appropriate level. Students who are interested in pursuing the arts at the most rigorous level have the option to participate in our Performing Arts and Media Academy (PAMA). Students must complete certain criteria (which varies by discipline) in order to graduate with a PAMA certificate. Their work is recognized with a student showcase at the end of their senior year.

The CdM VAPA department collaborates regularly during school staff meetings. During these meetings, the staff collaborates as a department. Similar opportunities are provided by the district for the various disciplines to collaborate. During these and individual meetings, the staff ensures that curriculum and instruction are appropriate at each level and offer a seamless transition from one level to the next. The end of the year PAMA event brings the VAPA departments together in celebration and recognition of student accomplishment.

The Physical Education Department at Corona del Mar High School provides a comprehensive program where students in grades 7-12 learn the basic principles of health and fitness. The

students are able to take what they have learned and use the strategies in their everyday life outside of the classroom. Middle school and high school students learn both in a team and individual setting. The students are taught rules, strategies, and skill progression of team sports such as: badminton, basketball, flag football, volleyball, ping pong, paddle tennis, Takraw, and soccer. Students are able to improve their skills and achieve their fitness goals during these activities. In addition to team sports students also perform cardiovascular fitness through different conditioning routines. Students are also taught the importance of flexibility through a stretching routine done before any physical activity during the class session. Corona del Mar also provides an extensive yoga class for middle and high school students. In yoga, students are taught yoga postures and sequences that get progressively more challenging throughout the school year. By teaching students about flexibility, cardiovascular fitness, and sports, Corona del Mar provides a well rounded education that allows students the opportunity to take what they have learned and apply it to their everyday lives.

Corona del Mar High School provides a continuum of services to its students with special needs. These services are provided through Specialized Academic Instruction (SAI) programs designed to meet the individual needs of our students with Individualized Education Plans (IEPs). 504 plans are another way that we address the needs of our students. Each of these programs help students with their social-emotional skills/needs, academic goals, and teaches them independent living skills during their high school years. Through Specialized Academic Instruction, students are given the tools to transition successfully beyond high school. In our Mild-Moderate programs, the special education department focuses on college readiness, study skills, time-management strategies, and organizational methods. In CdM's Moderate-Severe programs teachers and students participate in community outings through our Community Based Instruction program (CBI) and infuse life skills through curriculum. In both SAI programs, the special education department completes Individualized Transition Plans (ITPs) for each student. These plans address needs of each student as they transition out of the high school setting and into life, college, and career readiness.

Teachers and counselors use Naviance to address and assess students' college and career-readiness. Students take career and personality surveys to help guide them in the selection of their high school courses and prepare them for life after graduation. The results of these Naviance surveys, paired with their classroom experiences, allow freshmen to begin their four-year planning. Naviance continues to be a college and career readiness tool utilized by all CdM stakeholders to support students on their path to postsecondary studies.

Assessments in all departments continue to be teacher tools for effective classroom instruction. Multiple common assessments given in all disciplines evaluate the understanding of each student

to demonstrate proficiency. Teachers incorporate various types of assessments, both formative and summative, to check student understanding and to help guide the next unit of study, or possible areas of re-teaching. District benchmarks have been created and are used to the same effect. CdM teachers across all disciplines continue to collaborate on and incorporate common assessments to drive and solidify instruction.

## **C2. Student Engagement Criterion**

**All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.**

Corona del Mar teachers differentiate instruction according to student needs. Teachers use technology applications to provide students with different levels of instruction. Through the use of technology, students can connect to classroom instruction and course content during the school day and at home. CdM teachers use Schoology, Google Classroom, Haiku, School Loop, Kahoot, Quizlet, EdPuzzle, Socrative, and other platforms to reinforce lessons. Classrooms are equipped with various ways to improve upon instruction with the use of technology. All teachers have access to wi-fi, document cameras, iPads, Chromebooks, portable computer carts, a district Google account, and AirServer for those who have gone through the district training. Students also have Google accounts provided by the district and school wi-fi to access the technology programs and applications used on campus. With their Google accounts, CdM teachers collaborate more and more on the Google Drive on what they teach and how they teach it. Students use Google Apps for Education to collaborate and learn from their classmates at their highest level. Teachers have increased their utilization of the Google drive and its application to collaborate together and drive instruction. CdM teachers continue to develop instructional strategies and experiences that reach beyond the textbook and promote student engagement and depth of knowledge.

A growing number of teachers use video learning and flipped classroom techniques to enhance instruction, highlight content relevance, help students who need to revisit a topic and to collect data in order to provide highly engaging lessons. Many teachers on staff use supplementary instructional videos from sources like Youtube, Vimeo, Ted Talks, National Geographic, Khan Academy, and Nearpod. Teachers have also been trained on making their own videos using Capture and uploading to YouTube. In August of 2017, all teachers on staff participated in an EdPuzzle professional development. Instructional coaches prepare a quarterly newsletter that provides teachers in all disciplines technology tips to enhance their instruction. CdM teachers



continue to explore the use of educational videos in their instruction as a supplemental learning resource beyond the textbook.

Corona del Mar teachers have taken part in coaching and learning rounds in order for teachers to observe how students are engaged in the lesson and the effectiveness of the instructional strategies used. CdM staff uses daily learning targets that highlight current instruction so that students know the goal of a lesson. Our teachers also implement instructional techniques such as regular comprehension checks for understanding and closure activities to assess current understanding and guide future instruction. Since the adoption of the Common Core State Standards, teachers on campus increasingly use project based learning (PBL) opportunities in their classrooms for optimal student engagement of the subject. Projects unique to the CdMHS campus include the 10th grade Living History Project and the Senior Projects. Teachers have been trained on and structure their lesson plans through the lens of Optimal Windows of Learning (OWL). The OWL is a research based instructional technique that optimizes student understanding and engagement during lessons so that key content is delivered while students are at their most attentive.

Corona del Mar students have access to various materials beyond the textbook such as an extensive Student Resource Center (SRC) for research. Students and teachers have access to AP Central and Khan Academy for reinforcement of teaching concepts and further practice outside of the classroom. Bookshare helps cultivate inquisitive minds by connecting students to real time articles and books. Turnitin.com and Revision Assistant are helpful tools to develop essay writing (especially for lower-performing students) in preparation for post secondary education. Juniors and seniors also attend free college essay workshops, offered in the summer and fall, with counselors and English teachers in order to reflect what they can offer to a college and to life outside of school.

Each CdMHS classroom is equipped with the necessary academic tools for students to create a successful product that demonstrates what they have learned. In the area of student discussion, teachers utilize student pairs, small groups, and interactive student activities, including Socratic Seminars and project-based learning. In writing, students construct argumentative and expository essays. The English, history, and science departments use Socratic seminars to inspire text based discussions of larger questions and themes. In many CdM classes, students reflect upon written sources, express opinions, and prepare written text-based responses to demonstrate higher level understanding. These types of activities include free response questions (FRQ), data-based questions (DBQ), essays, and literary critiques. Students also compose journals that connect to

life outside of school or their own experience. Yearbook (the *Ebbtide*) and the journalism class that publishes the student magazine *Trident* allow student writers to publish comprehensive records and narratives of the CdMHS school year.

Corona del Mar High School provides real world experiences at all levels of learning, from special education to general education. The school has established a variety of programs to access college, job, and community service connections. In special education, students have Community-Based Instruction (CBI) opportunities in which students practice life skills in the community outside of the classroom. In general education, students participate in the physics boat races, the statistics olympics, 9th grade career speeches, and the 10th grade Living History project. Other classroom based projects include an AP Economics stock market project and VAPA performances put on by different leveled dance, music, and theatre classes. All seniors complete the Senior project which requires a minimum of 20 hours of field experience and internship work. Tied to the classroom experience and students' interests, students may join one of two flagship academies: the Academy of Global Studies (AGS) and the Performing Arts and Multimedia Academy (PAMA). Academic groups on campus such as Speech and Debate, Youth & Government, and Model United Nations connect students with current events and issues that face them nationally and internationally at various weekend conferences. All CdMHS graduates are encouraged to be involved and give back to the community by completing their 40 hours of community service.

In the English department, teachers explore and experiment with different strategies to connect students to the world outside the textbook and classroom. English teachers collaborate by grade level on relevant project based learning experiences. In 9th grade, students explore possible career pathways through Naviance and then prepare and deliver career speeches in their area of future interest. At the 10th grade level, the Living History project connects CdM students to veterans for personal interviews which tie to their curriculum and reading of *A Separate Peace*. In 11th grade, students participate in a research project on a controversial issue. All of these 9th-11th grade learning experiences culminate in the Senior Project, in which students write an argumentative, multi-source research paper that includes a personal interview. The paper connects to a 20-hour field or internship based experience with a mentor in the field and is designed to offer students a look at a possible career or area of study. Seniors present an 8-minute speech with a question and answer period at the end to a committee of faculty and community members.

English teachers consistently use Google docs or Google forms to offer students immediate feedback on warm-ups, content based questions, and writing assignments. Programs such as

Quizlet or Kahoot are also used as a tool to check for understanding and to informally quiz students on definitions and other concepts before assessing mastery.

Corona del Mar math teachers design their lessons beyond the traditional textbook. For example Integrated Math I-3 teachers use activities provided by the Irvine Math Project (IMP). In Math I, students examine the height of a ball being dropped and the function that would describe the motion and time. In statistics, students use their knowledge of sampling to collect and analyze data using fun and random topics to show how applicable statistics is beyond the classroom setting. The AP statistics, AP psychology, and AP biology teachers work closely to integrate cross-curricular content applicable to all three courses. As an extra resource, teachers develop skill-based worksheets using KUTA software. Teachers enhance their lessons through the use of chromebooks and iPads. On these devices teachers provide instruction in mathematics through applications such as Desmos, Socrative, Quizlet, Kahoot, and Geometry One. CdM math teachers continue to work together to find engaging techniques beyond the textbook to improve upon classroom instruction, content relevance, student engagement, and analytic skills needed for all disciplines beyond their high school experience.

The CdM social science department employs a broad array of strategies and assignments that engage students and create independent thinkers. Along with traditional methods of instruction, teachers have embraced the use of technology in the classroom through applications such as EdPuzzle, Kahoot, Quizlet, and Quiziz. These applications are used for content delivery and review. Teachers encourage dialogue within their class and utilize Schoology and Google Classroom to continue this dialogue through the use of discussion boards. In AP Psychology, students create a model of the brain in any form. Student projects include poster and real life models. This project teaches them the different parts of the brain and all of its functions, while allowing students to access their creativity. In AP US History, students are assigned topics they have learned throughout the year, and rewrite the lyrics of current popular songs to reteach the class about their topic. In 2013, Corona del Mar adopted the Academy of Global Studies (AGS). Students enrolled in the academy in 2014 and CdM will see its first graduates in 2018. The academy has hosted a speaker series for all students to attend, with topics such as border security, organizations such as a non-governmental organization (NGO) that teach women to be economically self-sufficient, and a Nobel Peace Prize-winning speaker. This year AGS will be hosting and screening a documentary on genocide in Rwanda. These different opportunities allow students to take what they have learned in the classroom and see the relevance they play in today's global world.

The science department teachers use a variety of strategies and resources beyond the textbook to allow students achieve a high academic standard. One common technique, the Claim, Evidence, Reasoning model (CER) is employed with labs and argumentative writing. The CER model

provides students an opportunity to gather information, synthesize supportive evidence, and then explain why their reasoning using scientific principles. In addition, many science teachers use computer simulations such as PhET to allow students to observe and gather data on various phenomena. Another strategy employed in science classes is Process Oriented Guided Inquiry Learning (POGIL). One biology teacher attended a one week POGIL institute and has collaborated with other biology teachers to allow all biology students to learn through this inquiry method. POGIL is also used in all chemistry classes.

Every science classroom has a laboratory component. CdM science students have access to a wide variety of equipment that is funded through both the NMUSD school district as well as grants through CdM boosters and foundation. With the introduction of the NGSS, CdM science teachers are expanding their use of the science and engineering practices (SEP). The SEP's require learning through various processes rather than through the textbook. In every science classroom, students respond to problems by designing engineering solutions, they engage in argument driven inquiry and they develop and use models to explain and depict scientific phenomena. Students plan and carry out investigation in which they obtain and analyze data (often using excel). These experiences allow students to gain strategies and techniques that they can employ in future science classes at both the high school and college level. In order to check for understanding, teachers in the department use Kahoot, "web assign" which allows students to solve problems "on-line" and gain immediate feedback, EdPuzzle, Quizlet Live, white board review and other engaging techniques.

Corona del Mar world language teachers work collaboratively in their respective languages to ensure vertical alignment throughout the language levels, content consistency and pacing, and to ensure the Common Core State Standards are met. CdM world language teachers use a variety of language acquisition and instructional strategies, methodologies, and techniques in addition to traditional resources to provide comprehensible input in the target language. This includes a wide array of multimedia, technology, authentic primary sources, and authentic language exposure in a wide array of formats. Teachers used different apps and technology to enhance the language they are learning. Some of these technologies include Quizlet, Socrative, Kahoot, EdPuzzle, Google Classroom, Brain Pop, and NewsELA. Students have opportunities throughout each level to produce language in many formats; this includes high engaging cooperative learning activities which demonstrate their language skills through innovative technologies, as well as exposure to the target cultures. Students get hands-on exposure to the target language and culture through film, music, dance, authentic handicrafts, history, art, architecture and cuisine. All teachers encourage their students to use and engage in the target language through real world activities, cultural simulations, travel, home exchanges, and learning abroad opportunities.

Each of the disciplines within the Visual and Performing Arts (VAPA), uses a wide variety of strategies in order to provide students a meaningful, artistic experiences. While these strategies vary across the different disciplines, however the underlying pedagogy remains constant: provide each student the necessary tools, techniques and resources to be confident, critical and creative and with a stronger appreciation for the arts. The curriculums are a combination of multiple texts, collaborations, research and teacher innovation designed to meet the state standards. The skills development in class allow students to leave as creators, advocates and consumers of art.

The VAPA department takes a hands-on approach to both the visual and performing arts. Students work alongside and with their peers to collaborate, create and critique. This is facilitated through direct instructions, expert modeling (by teachers and multimedia sources), project-based learning and guided discovery. Studio, *praxis*, and rehearsal complement the lesson. Class instruction is sometime supplemented by coaches who have a unique expertise in their field. Technology-based strategies are a critical component within the department. Students watch and evaluate pictures, slides, videos and recordings. Students are also asked to their own media, as it is appropriate to each class. Pictures, videos and recordings are used as a tool for students to reflect on their own work. Multimedia facilitates inclusive instructional techniques, allowing a broader range of students to engage in classroom material.

The Physical Education Department has developed instructional methods that actively engage students to challenge themselves, connect their learning with their everyday life, and to become a well-rounded person beyond Corona del Mar. Each teacher keeps students engaged by creating more competitive tournaments over the course of the unit. Students track their progress and keep records of their half mile and mile run. By tracking progress students become actively engaged in the learning progress.

The CdM special education department provides different programs that meet the needs of a variety of different students. Corona del Mar special education department offers two moderate/severe Autism specific applied behavior analysis (ABA) courses, one moderate/severe course, one moderate course, and five specialized academic instruction classroom specific to language arts, social science and math. Teachers in the moderate and severe courses use Unique Learning, a district approved curriculum. The Unique Learning system empowers teachers with standards based materials, data reporting tools, lesson plans, and special education software for consistent and comprehensive instruction. This software allows teachers to go beyond the textbook and provide students with higher order thinking skills appropriate for their placement. Students have been assigned an iPad and use their district approved Google account to complete and submit work. Special education teachers are using IXL to focus on their students math needs. IXL is an online math program that offers math practice skills with questions that adapt to a

student's individual proficiency. For language arts, CdM special education teachers use Raz-Kids and Lexia to work on phonics. All of these different teaching techniques, strategies and resources give CdM students with special needs the opportunity to be independent and successful in the world they will enter post high school.

### **Strengths**

- Corona del Mar teachers collaborate within their subject level and across the district
- Corona del Mar teachers make use of Learning Targets to highlight the day's lesson and offer students a snapshot of what they will learn.
- Corona del Mar teachers make utilize many different comprehension check strategies.
- Corona del Mar teachers have participated in a variety of professional developments centered around use of technology.
- Corona del Mar teachers have participated in learning rounds to watch how students engage in instruction.
- Most Corona del Mar teachers have been trained in designing lessons to make use of Optimal Window of Learning (OWL).
- Corona del Mar teachers make use of many different instructional techniques to deliver course content to enhance student engagement.

### **Areas in Need of Growth**

- Corona del Mar teachers need to improve in the consistent implementation of utilizing closure techniques as a final check for understanding.
- With the adoption of a new mission statement and core values, Corona del Mar teachers should begin to embed the core values into their curriculum and instructional time.
- During collaboration time Corona del Mar teachers need to take the opportunity to share best practices across disciplines.
- Corona del Mar teachers need to continue differentiating instruction to reach the needs of struggling students.

### **Evidence**

- Hands-on activities
- Collaboration in late start meetings
- Collaboration in district wide meetings
- Daily learning targets in all classes
- Variety of instructional strategies that go outside the textbook

- Senior projects
- Living History
- Hands on modeling
- Cooperative learning groups
- Variety of technology and apps in the classroom
  - Chromebooks (world language and math)
  - Laptops (English, science, and social science)
  - iPads (special education, math, science)
  - Apps
    - Schoology
    - Google Classroom
    - EdPuzzle
    - Quizlet
    - Kahoot
    - Desmos (math)
    - Quizlet and Quizlet Live
    - Socrative
    - Kahoot
    - EdPuzzle
    - Youtube
    - Screencastify
    - GAFE (Google Apps for Education)
    - BrainPop (world languages)

**FOL Group D: Standards-based Student Learning  
Assessment & Accountability  
Chair: Kristen Kowalczyk Rivas**

<b>Name</b>	<b>Position</b>
Bain, Jean	Special Education
Bentwood, Julie	Counselor
Clark, Marcy	Administrative Assistant
Conti, Steve	PE
Cummins, Amy	Librarian
Fletcher, Allison	English
Flood, Dana	Parent
Gunnin, John	Art
Holk, Laura	English
Jennings, Regina	Parent
Karr, Caroline	Math
Keane, Laura	Math
Kroeger, Heather	Science
Newton, Sophia	Student 11th
Ngo, Kim	Science
Nieto, Alissa	Special Education
Owney, Tammy	World Language
Ramirez, Natalie	Science
Rivas, Kristen	World Language & FOL Chair
Santoro, Anita	ASB Accountant
Schachter, Ryan	Special Education
Scott, Kathy	High School Principal
Siebert, Karen	English
Tsubota, Troy	Student 9th
Williams, Tamisha	Special Education



## **D1. Using Assessment to Analyze and Report Student Progress Criterion**

**The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.**

Corona del Mar High School remains a high-performing school with a collaborative staff committed to using a variety of assessment strategies aimed at maintaining a reflective mindset for continual improvement, developing critical thinking skills, and addressing various depths of knowledge and practice. The students of Corona del Mar High School continue to perform well on state and national standardized tests including the ACT, SAT, AP, CAASPP, and CST and CaST Science tests. When the state used the Academic Performance Index (API) in 2013, Corona del Mar High School earned a 902, well above the state average of 790. As published on the school and district websites, in the School Profile and in the Corona del Mar School Middle/High School Accountability Report Card (SARC), students perform above district and state levels. Corona del Mar High School graduates nearly 100% of its students each year.

Corona del Mar has an effective assessment process to collect, disaggregate, analyze, and report student performance data to the students, parents, and the community. The district has an Assessment and Data Analysis Department that gathers and disaggregates summative data for the district and for each site presented through the software program Tableau. This team presents the data from SBAC and the district-wide assessments for English, math, and social studies to administrators and the TOSAs (Teachers on Special Assignment) from the respective content areas. This data is presented in Tableau and Aeries Dashboard for easy access by administrators and our data instructional coach. Student achievement results contribute to the school's measureable goals as outlined in the Single School Plan for Student Achievement. Test scores are shared in Site Leadership Team (SLT) meetings with department chairs and are then disseminated to teachers in department meetings. AP test scores are shared and reviewed with staff in late August or early September. All teachers have access to assessment data through Illuminate and the Aeries Dashboard, which is used to determine the range of learners in the classroom and student grouping for cooperative activities to differentiate instruction and curriculum to the needs of the learner.

Corona del Mar reports standardized assessment results through various means to the school community. Administration informs the Parent Teacher Association (PTA), School Site Council (SSC), English Learner Advisory Committee (ELAC), and Site Leadership Team (SLT) about student achievement results on state tests like the SBAC for English Language Arts and Mathematics, as well as for English Learner results on the CELDT exam. Additionally, CdM

parents receive individual test scores for the children from the state and testing agencies for CAASPP, ACT, SAT, CST, CAHSEE (2014), and AP tests. School Loop is used by 100% of CdMHS staff members to keep students and parents apprised of student progress, current grades, progress reports, and final report cards. Parents and students have access on School Loop to see current grades, view missing assignments, and communicate with teachers. School Loop is also used as a tool to inform teachers of their students' progress in other classes. This student data is often used to schedule Student Support Team (SST) meetings when a student is struggling academically or behaviorally.

Standardized test results are compiled by the district in the Tableau program from Aeries for each school in the district. The NMUSD Board and district staff review student data each year to drive the Local Control and Accountability Plan (LCAP) which in turn is used for each site's Single Plan for Student Achievement. School and community stakeholders are welcome at district Board of Education meetings. Newport-Mesa Unified School District posts all agendas, meeting minutes, and recorded video on its website. Standardized test scores are also published in local newspapers such as the *Daily Pilot* and *OC Register*, to provide the community with comparative data across the county and state.

Over the past two years, the district has focused on using benchmark assessments to measure student growth. NMUSD teachers on special assignment (TOSAs) for English, math, science, and social studies help facilitate the development, design, and disaggregation of the district-level assessments along with content-alike teachers across the district. District benchmarks are summative assessments to evaluate mastery of content and skills, such as the analysis and synthesis of information from various sources, cause and effect, and making inferences. The recently developed district-wide course benchmark data is also used to inform practice and validate other assessment measures. Some content areas have developed quarterly benchmarks in order to ensure consistency in course work, and others hope to achieve that goal in the near future. CELDT testing is used for CdM's EL students to monitor language acquisition growth and is shared with teachers via the Aeries dashboard and with parents via district mail. For Corona del Mar's special education students, the quarterly and annual measurement of the IEP goals is used to monitor student progress and reported via quarterly reports and annual IEP meetings.

Four years ago, the District began to provide each site with 4-8 instructional coaches whose task is to provide on-site professional development and support at the department and individual teacher level. CdM has eight instructional coaches from the following departments and with the following math, English, history, fine arts, science, technology, world language, and data. Each instructional coach works with a group of 12-15 teachers from various departments to provide the necessary individual support in the areas of curriculum, instruction, and assessment. In the area of assessment, the instructional coaches have led professional development and individual tutorials

on the effective use of Illuminate and various apps as assessment feedback tools. Instructional coaches also aided in the transition from the traditional bell schedule to block schedule, focusing on time management for formative assessments.

For course-alike teachers at CdM, common formative and summative assessments help guide instruction and curriculum. Corona del Mar staff commits to using a variety of assessment techniques, including a range of technology resources to evaluate student progress and success. The diversity of assessments used by teachers and their results inform the staff on how to modify instruction, curriculum, and programs. Formative assessments are used school-wide to drive curriculum. Course-alike teachers in each department develop common assessments to evaluate for mastery, identify areas of weakness, and evaluate test questions in order to improve the curriculum and evaluative measures. Formative assessments help determine needed areas for reteaching and identify students who may need intervention.

At the school site, teachers consistently use Illuminate to collect statistical data regarding the frequency of incorrect answers and the levels of mastery to inform teachers, individual students, and parents of performance. School Loop is used to collect and report individual student progress. Data from Illuminate is used to determine mastery of content and learning strategies for improvement when collaborating in course-alike groups. Teachers also use the statistical data from Illuminate to evaluate the validity and/or wording of test questions. The benefit of School Loop is that it provides a platform for teachers to review and monitor student progress in all classes. This allows staff to collaborate and determine whether additional support or intervention is needed. Frequently, this review leads to a Student Support Team meeting with the student, teachers, parents, and counselor.

Progress reports from mid-quarter are used to inform all stakeholders of student progress. Administrators, counselors, and teachers receive D/F lists to identify students in need of follow-up. During grade-alike meetings, the D/F list is shared in order for teachers and counselors to identify students who need intervention. Aeries dashboards are used as well to discuss student progress and to identify areas of proficiency/deficit.

AP test scores provide both students and teachers with essential feedback. For teachers, AP scores and cluster data provide insight into the effectiveness of instruction, level of mastery, and skills to focus on. Students review their AP scores to evaluate their readiness for the next level of AP coursework and to begin to define a path of study in college.

## **D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion**

**Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.**

Teachers in every subject area use a variety of assessments to collect formative and summative information about student achievement. Depending on the subject matter, assessments include multiple-choice and free response tests, test corrections, essays, projects, lab-based assessments, homework, use of whiteboards, and technology to open and/or close a lesson. Formative assessments are commonly used on a daily basis. Popular quiz devices/apps such as Today's Meet, Socrative, Kahoot, and Quizlet Live are commonly used as a means to assess, inform, and guide instruction. Socratic seminars, class discussion, and random calling of students are also utilized as informal means of assessment. The district and site instructional goals for the past two years include teachers posting daily learning targets, checking for understanding throughout the lesson, and utilizing closure activities to summarize learning. These intentional and daily strategies allow teachers to modify instruction in the moment, or for the next day, to meet the needs of the students. Summative assessments are administered on a regular basis and allow teachers to measure student retention of content and skills through a more formal assessment process. Test corrections in many different subjects provide students with the opportunity to learn from incorrect answers. Teachers also use these assessments to determine whether it is necessary to reteach certain topics or skills and to determine how successful students have been with the content.

By establishing a Monday morning collaboration time in 2014, teachers have regular opportunities to meet as a department and as a subject-matter team to plan and develop common assessments. Subject-matter teams across the district also meet two to four times per year. The Sea King staff has spent the last few years transitioning to Common Core State Standards in English, math, social science. Most recently, the science department has been transitioning to the Next Generation Science Standards (NGSS). A significant amount of Monday morning collaboration time has focused on effective instructional strategies and common assessments. The teachers' next step is to spend more time focusing on the data that is collected from those assessments, both within the subject level and across the district. Corona del Mar staff commits to utilizing student results to align instruction with the respective standards and modify instruction as necessary.

Teachers collaborate across the district in core course-alike teams to perform question analysis of the district assessments and determine specific areas of strength and growth in our students. The

next step is to spend more time analyzing this data and sharing best practices, thus supporting each other in modifying instruction to increase student achievement.

The school incorporates data-driven instruction in core content areas. CdM provides a variety of assessment tools and instructional strategies to address diverse learning styles and language abilities of students while allowing them to demonstrate competency and mastery of standards-based curriculum. CdM teachers use essays, portfolios, individual or group projects, labs, and tests as assessment strategies to measure student progress towards content and skill mastery. In addition to evaluating student learning through benchmark assessments, teachers and students use assessment results to guide the learning process.

Across all departments, teachers work individually and with their colleagues to provide formative and summative assessments. Formative assessments are given regularly throughout a unit of study. Formative assessments include, but are not limited to, reading quizzes, written summaries of previous lessons or assigned work, peer review of written work, multiple choice responses through websites such as Kahoot and Quizlet, exit tickets, and small group discussions.

In the English department, each teacher reflects on his or her lessons. This reflection then informs teachers on their students' readiness for summative assessments. When a formative assessment proves inadequate mastery, the teacher will reteach, model, or further explain the lesson in order to attain successful summative assessment results in the future. Teachers employ the model: *plan, teach, reflect, and apply* to the department lessons in order to enhance the educational experience for every student. In addition to reflecting and planning individually, teachers at each grade level meet and share student work that demonstrates low, medium, and high achievement of essential learning. This work allows teachers to utilize anchor papers to align their grading practices and create horizontal consistency across courses. This also facilitates opportunities for vertical articulation to support student placement.

Teachers work closely together to provide aligned summative assessments. These summative assessments are in the form of in-class essays, at-home essays, multiple choice and free-response exams, as well as oral presentations. Teachers at each grade level develop a common rubric to use for student assessments. Teachers also administer multiple district-aligned written summative benchmark assessments throughout the year. These assessments are developed by teachers from every site throughout the district. They are given through Revision Assistant and graded on a common rubric.

In the science department, teachers use data from both summative and formative assessments to guide instruction and report achievement. Teachers use Illuminate to grade tests, final exams, and benchmarks. This program provides immediate statistical data which teachers use to analyze the

level of student achievement in mastering the standards, as well as to analyze the validity of the questions. Teachers reflect on these results to reteach, modify their lessons, and adjust the tests as necessary. With the new Next Generation Science Standards, science teachers continue to implement lab-based performance assessments to measure student understanding of practical lab content and lab skills. In addition, AP teachers use the AP instructional planning reports to adjust their curriculum in subsequent years to be sure their students are performing well in comparison to the cohort in the nation. Teachers also check for student understanding throughout lessons and make immediate adjustments to the lessons according to student feedback. This check for understanding occurs throughout the lesson in the form of practice problems, warm-up questions, worksheets, whiteboard, Kahoot, Quizlet live, Socrative, and labs. Some teachers consistently close the lesson with an activity to check for understanding. The teachers in the science department aim to increase the use of closure strategies in the future.

In the math department, teachers re-teach, expand, modify, and/or adapt explanations based on student responses. Teachers provide extra practice and give students additional opportunities to demonstrate proficiency through checking for understanding strategies. Checking for understanding strategies include warm-ups, study guides, group collaboration and online reviews such as Kahoot, Socrative, Quizlet, and Illuminate. Teachers provide study sessions and extra practice during late start interventions. The math department utilizes Monday late start to collaborate within their course alike groups. This time has become increasingly more valuable as the district moved to integrated math in 2014-2015. The math department, in course-alike groups, plans and develops end of unit common summative assessments. In addition, the math department uses district benchmarks to assess their students' knowledge at the end of each quarter and semester.

The visual and performing arts department improves instruction for students by adjusting the level of difficulty to increase student learning. The visual and performing arts department regularly uses rubrics to identify students' skillsets and grades each student based on their improvement from one assignment to the next rather than talent level. Teachers collaborate with other schools in the district to form common assignments and to maintain alignment with the district's expectations for the Arts programs. Visual and performing arts teachers require students to compile portfolios which are also graded with specific rubrics catered to their art form. The goal of the portfolios is for students to bring their collection of work to their post-secondary ventures. Formative assessments such as exit tickets, short written quizzes, and oral responses are used regularly to drive instruction. Self-reflection through written and group discussion after performances and major art projects are another form of assessing students' analytical skills. Students are required to view artwork and performances outside of CdM and to critique the work through written analysis.

The social studies department uses formative and summative assessments throughout each unit of study. Formative and summative assessments include class discussions, primary and secondary source analysis, document based questions, project-based learning strategies, essential questions, and formal writing assignments. A variety of assessments are created and graded in Illuminate to give immediate feedback and statistical data on individual and class performance. These assessments and activities allow teachers to check for understanding and academic progress during a unit of instruction. If deficiencies arise, a teacher re-teaches or reviews the previous material. Projects and simulations such as mock trials, debates, and mock elections give social studies teachers the opportunity to see students apply information learned. Formal assessments have been created by grade-alike groups with an emphasis on document based analysis. These assessments test students historical comprehension, as well as academic strength in reading comprehension, critical thinking, and historical analysis.

The world languages department uses a common pacing calendar and gives common assessments. Assessments are weighted equally in all levels among all course-alike teachers. Formative assessments vary among world language teachers and serve to provide information about the extent to which students are meeting learning objectives throughout each unit. Formative assessments in each level assess interpretive, presentational, and interpersonal communication. Based on the information gathered through these assessments, each teacher makes adjustments to his or her instruction and pacing in order to prepare students for level-wide common summative assessments. CdMHS world language teachers use common summative assessments including unit tests, mid-term exams and final exams, as well as projects and presentation-based assignments. Illuminate is used for common final exams to report and disseminate data. The world languages department designs a variety of assessments that are both receptive and productive. World language teachers continue to review and refine curriculum and assessments to best meet the needs of their students.

In Advanced Placement courses, teachers use data provided by the College Board to reflect on curriculum planning and pacing. The skill-cluster data provides information on average performance of the student group by subject matter. AP teachers can emphasize different parts of the curriculum and revise lessons based on this specific evidence. CdM has two to three AP teachers each year who are readers of the national exams. This provides an invaluable professional development experience, as well as an excellent perspective of how well CdM students perform comparatively.

CdM strives to address the academic needs of all students. This includes providing accommodations, modifications, or differentiation based on a student's needs, using anecdotal data from homework and assessment results to develop individualized goals and services. Special Education teams conduct initial and triennial assessments for all students with Individualized

Education Plans (IEPs). These assessments include academic performance measures, cognitive assessments, adaptive behavior, and additional assessments necessary to measure progress and identify suspected areas of need (e.g. speech and language, adapted P.E., occupational therapy, vision therapy, physical therapy, and orientation and mobility). These results are used in determining areas of need for the purposes of developing IEP goals and related services. IEPs are developed annually using triennial and formative assessment results. Formative assessment may include curriculum-based measures, performance-based data collection by a teacher, support staff, or trained Behavior Analysis Interventionists (BAIs), anecdotal records and teacher observation. Resource specialists assist in the development and accommodation of assessment techniques for students mainstreamed in the general education classes. Examples of assessment strategies for accommodations include the use of oral testing, additional time to complete assignments and tests, and the use of notes to assist with complex tasks such as in-class essay questions. The support and collaboration between our special education and general education teachers in supporting all students, has been an area of growth over the past two years. Special education teachers have increased their use of the Google Drive with general education teachers to facilitate communication, as well as send student information, accommodations, and individualized students plans.

### **D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion**

**The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.**

The analysis of assessment data is an ongoing process that is an important factor in the allocation of resources. The district uses the annual results from the Smarter Balanced Assessment Consortium (SBAC), the California Alternative Performance Assessment (CAPA), the California English Development Test (CELDT) and the CST/ California Science Test (CaST) to develop the Local Control Accountability Plan (LCAP). Each site then develops their respective Single Plan for Student Achievement (SPSA) to support the LCAP. Test results from these assessments are reviewed at each site by the administration and the Site Leadership Team (SLT) and the School Site Council/English Learner Advisory Council (SSC/ELAC).

Over the past four years with the change to the Common Core State Standards and a new statewide assessment tool, SBAC, CdM teachers have made major changes in their methods of



teaching and assessing the new standards. New online resource materials and technology have been purchased to support the changes. The purchase of iPads, laptops, and Chromebooks, along with various educational apps have become a budget priority for the site and for two of the school's parent groups parent groups, CdM Foundation and CdM Boosters. With the combined financial resources Corona del Mar was able to purchase 8 mobile laptop carts, 5 mobile iPad carts, 4 mobile Chromebook carts over the last four years. CdM is also committed to the annual purchase of Turnitin.com because it is now commonly used in English, social science and science to assess the validity and authenticity of students' written responses to essays, research papers and lab reports.

With the seismic shift in curriculum and assessments, the need to collaborate has been even more critical in order to develop aligned curriculum and assessments for the new standards. To address this growing need, CdM teachers voted in 2014 on a new bell schedule to provide a weekly late start schedule. The new schedule was designed to create a consistent, designated time for teachers to collaborate within their departments, course-alike and grade-level teams. This new bell schedule also provides a "within the school day" designated time for student support/intervention. In the spring of 2016 the CdM teachers voted to move to a 4 X 4 modified block schedule. One of the arguments for the block was the need to mitigate the number of tests/exams a student could have on a given day with a traditional 6-period schedule.

The district has allocated the necessary financial resources to provide core content district TOSAs and site-level instructional coaches to support teachers in the areas of assessment, curriculum development and instructional strategies with the goal to positively impact student achievement. District collaboration days are provided for staff to reflect on assessment data district-wide and at the site level. A major shift with the CCSS for the math department has been the adoption of an integrated math program. Administering district-wide assessments at the end of each semester has provided an opportunity for all secondary math teachers to analyze student performance, which drives the continuous revision of assessment questions and the vertical alignment of the standards among the math courses. Over the past three years, secondary English teachers have developed approved specific grade level rubrics to assess newly revised writing assessments.

Evaluation of assessments has been a focus for our professional development. Over the past four years, CdM teachers have designated more time for sharing effective teaching strategies to keep students engaged and learning more about the effective use of web-based assessment activities (including Illuminate, Quizlet, Kahoot). Under the leadership of the instructional coaches Corona del Mar has implemented learning rounds for groups of teachers to observe how students respond to different teaching strategies and environments. Since 2013, 12 learning rounds have been conducted involving the participation of 84 teachers.

In 2012 the CdM Foundation committed \$10,000 of their annual budget to provide CdM with a Testing Coordinator who oversees the entire testing process beginning with ordering, administering initial and make-up exams, and concluding with the final exam packaging and submission. The Coordinator works closely with the administration to assure the testing for SBAC, CAPA, CAA, CaST, and AP is administered with fidelity and a high student participation rate is achieved.

A final project-based assessment, the Senior Project, is one of the district's graduation requirements that each senior must complete. The specific requirements for the project have been revised over the years at each site to better prepare students for their postsecondary experience. At CdM, students choose a career or an area of study of interest to them and investigate a problem or issue within that field. Students choose an approved professional mentor to shadow and interview. Once students have completed their mentorship, their interview, and further investigation into the identified problem/issue; they write a ten page argumentative research paper due in March. English teachers provide the final grade for the research papers. Students then prepare an oral and visual presentation to be presented in June before a panel of community members and parents who score the final presentation. This project provides a comprehensive assessment of the students' ability to research a problem, write an argumentative paper and to succinctly present their knowledge both orally and visually. Currently the project is under potential revision to be more of a service-learning project that has standardized requirements across the district. A committee of student representatives from each high school have been meeting with the Director of Student Services to make a final determination.

Evaluating semester assessment results has helped drive student placement in classes, specifically in foreign language and mathematics to better ensure academic success at the next level. In the world languages department, teachers review summative assessments such as final exams to determine if a student has mastered one level before advancing to a progressively more difficult course in the target language. Summative assessments are also used in world languages as placement exams for new and incoming students to CdM to determine proper student placement. In 2015-16, the math department made the decision to commit two sections of math for targeted middle school math intervention. This decision was based on unit assessments results that showed areas of deficient math skills and the high percentage rate of D/F grades in Math I and Math II. In order to address this emerging need, a math intervention class for 8th grade students was developed in the fall of 2016, to help reinforce foundational concepts that may have been missed in prior years.

CdM also uses assessment data to enrich and refine already existing programs. As an example, AP Spanish Literature was added for the 2017-18 school year in response to a three-year pattern of

pass rates of over 90 % in AP Spanish Language and Culture. As a result of their performance at such a high level of mastery, they were ready and eager to move to the next challenging AP Spanish course.

In 2014-2015, Corona del Mar introduced AP Human Geography as the potential foundational course for CdM's newly designed Academy of Global Studies. In order to promote intentional sequencing, CdM needed to determine which grade level this course should be offered in the pathway. To provide data for this decision, CdMHS piloted this course as a 9th grade entry course. As a result of the 95% pass rate on the spring 2015 AP exam, AP Human Geography was established as the introductory course to the Academy of Global Studies.

### **Areas of Strength**

- Use of Monday late start collaboration time to develop common assessments and common grading rubrics and weighting, along with consistent policies which address test make-ups
- Teachers develop rigorous assessments to bridge the gap between college readiness courses and AP courses so that students can feel prepared and confident when making the choice to take an AP class
- Use of a variety of assessments to allow students to demonstrate knowledge and concept mastery
- Collaboration between general education and special education staff regarding testing accommodations for students
- Use of data to determine needed program changes, modifications, and refinement
- Utilization of Illuminate as an effective assessment tool for common formative and summative assessments
- After school study sessions for semester exams and AP tests
- The block schedule minimizes the number of tests per day which in turn reduces students' stress levels
- The performance based Senior project connects to student's interest and career development
- The use of School Loop for immediate feedback and grade trends for staff, students and parents

### **Areas in Need of Growth**

- Continue to schedule intentional department collaboration to review, analyze and evaluate test results: site developed, district, and standardized

- Review questions on common assessments to ensure instruction and content matches what is being assessed
- The need for staff to continually address the importance and relevance of state testing

### **Evidence**

- The number of students enrolled in at least one AP course has increased from 39.9% in 2012 to 48.7% in 2017 and the elimination of Honors courses to reduce student tracking and “gate keeping”
- Increase in the number of collaboration days on Monday mornings from 10 in 2012 to 35 in 2017-18
- Professional development workshops led by Instructional Coaches
- Common assessments, common pacing, and common course syllabi
- Common assessment results, district benchmark assessment results
- Professional development for 100% of staff by the special education department on policies, accommodations and modifications, and legal responsibilities
- Senior project presentations and common rubrics
- Reports, trends, and results from School Loop, Illuminate, Aeries, and Tableau
- Master schedule and new programs support student needs based on data

**FOL Group E: School Culture and Support for Student  
Personal and Academic Growth  
Chairs: Kareem Captan & Jackie Jecmen**

<b>Name</b>	<b>Position</b>
Arman, Avery	Ceramics
Ball, Andy	Choir
Bruening, Tati	Student 11th
Captan, Kareem	Social Science & FOL Chair
Cooper, John	Parent
Corbett, Jim	English
Cox, Rikki	Athletics Secretary
Dobyns, Michael	ASB Director
Emme, Autumn	English
Freeman, Dick	Science
Grable, Don	Athletics Director
Henricks, Corina	PE
Holtz, Katie	Math
Jecmen, Jackie	Theatre & FOL Chair
Marseilles, Cami	Yoga
May, James	Math
McCaffery, Kevin	PE
Rapp, Kim	Science
Reid, Rhonda	Counseling
Rhodes, Nolan	Student 10th
Russell, Mary	College Coordinator
Schlotthauer, Kristen	English
Selby, Peter	Science
Shaw, Caroline	Parent
Sloate, Joe	Math
Triggs, Shauna	Social Studies
Wilbanks, Dennis	Special Education
Yennie, Jennifer	English

## **E1. Parent and Community Engagement Criterion**

**The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.**

Corona del Mar High School regularly involves family, business, industry, and the community which is spearheaded by a variety of parent-led groups such as the PTA, Foundation, and the Booster Club. These groups engage with the Corona del Mar community by helping fund large projects such as the upcoming Learning Resource Center, the 2013 remodeled Student Resource Center, educational materials for the classroom, technology, and athletic resources. These groups also fund events such as the Sea King Speaker Series, counseling guest speakers, faculty events, and grade-level parent mixers throughout the school year. The Student Resource Center is now host to over 200 different college and career events, presentations, and speakers that focus on college-oriented and vocational goals. All of these events/programs are free and available to students grades 7-12 and their parents.

Corona del Mar prides itself in the connectedness with teachers, parents, students, and community. Parent participation and support allows clubs and organizations on campus to hold valuable events that benefit the students' learning experience by providing real world perspectives. For example, the FIRST (For Inspiration and Recognition of Science and Technology) robotics team, Triton Tech, relies on parent mentors to develop engineering, organizational and collaborative skills for all club members. In addition, grants from corporations, CdM Boosters and CdM Foundation, as well as individual parent donations, fund capital, materials and competition registration. The parents who possess expertise from specific industries are able to bring their unique knowledge to the club. Future Business Leaders of America (FBLA) is another club that brings in outside companies and business professionals to work directly with the students. The engineering club holds lunchtime presentations and brings in business professionals from the engineering industry. Parents can be seen judging at various club competitions such as Speech and Debate, the Academic Pentathlon and Decathlon, and Robotics. Parent involvement and participation in these clubs is critical to the overall success and development of students in these programs. Parents also volunteer in our front offices, in both the middle school and high school. It is common for visitors who contact our campus to be greeted first by a parent volunteer, both in person and on the telephone. During performing arts and athletics events, parents volunteer at concessions, ticketing, and merchandise booths. Parents chaperone field trips and tours. The library regularly had parent volunteers and they will continue to utilize the community once the Learning Resource Center is created.

The counseling department hosts regular presentations/meetings for parents in order to provide educational information with an emphasis on both academic and social/emotional trends. These are designed to help lessen stress and anxiety for both parents and students. Counseling also

partners with the Special Education department to discuss post-secondary transition options for students.

The PTA sponsors and organizes events for our campus. The Home Tour is the only PTA fundraiser for our school and allows them to support various CdM programs. Each year, every teacher on campus is invited to choose one student who exemplifies Corona del Mar's core values (Empathy, Integrity, and Resilience) at the Seaking Pride Lunch. At this lunch, the student's parent(s) are invited and the teacher, student and parents enjoy a lunch as they honor each student. The living history project in 10th grade involves parents who help organize and sponsor the event. In performing arts and athletics programs, many businesses advertise.

Parents of English learners are invited to participate in the school's English Learner Advisory Committee (ELAC) and School Site Council meetings which occur quarterly each year. The district provides translation services for EL families when needed. Parents of new students begin the process of student enrollment at the district Welcome center, as well as at the school site. Parents of English learners are made aware of their legal rights concerning EL services and the students are assessed. Furthermore, parents from each NMUSD school site are invited in the District English-Learner Advisory Committee (DLAC) four times per year.

Our online teachers are on campus and teach other in-seat courses, so they are very accessible. Teachers meet with students in person for check-ins. The online classes also have the same opportunities for access as any other parent or student on campus would have via schoolloop, and other digital resources.

Corona del Mar High School solicits and employs business and community resources to support learning in a variety of ways. At the ninth grade level, students complete a career research project. Students must research a career of interest, conduct an interview with a member of the community, and deliver a formal speech to their peers. Community leaders and businesses help students gain a deeper understanding of career paths and the impact of local companies. At the tenth grade level, students participate in the Living History Project and work with veterans in the community. Students interview veterans and create a video logging their experience. The project concludes with the "Veterans Lunch-In" where veterans and students speak about their experience with the project. As students at Corona Del Mar High School reach their senior year, they are given the task of completing a Senior Research Project. The project is a year-long research endeavor that culminates in an 8-minute presentation to teachers and volunteer members of the community. Students are required to complete this project and pass the project in order to graduate. Students in the Academy of Global Studies participate in a global outreach learning project where they learn about the water crisis and fundraise to build a freshwater well for a community in need. Students

use local, national and global resources to accomplish their goal and students will eventually have the opportunity to travel to the well they funded.

CdM offers field trips to qualifying students in various programs. CdM staff have taken students all over the world including South Africa, Japan, New York, Costa Rica, Cuba, and Russia. Each trip has an educational goal. For example, for the South Africa trip, over the course of a year students had to develop and conduct their own research project that was overseen by two advisors. These students then traveled to Africa and applied their research to a real world problem relating to rhinos. The Academy of Global Studies offers course credit for travel abroad projects. Students have explored global topics such as international relationships, comparing economic policies, and health care coverage. Many Corona del Mar classes extend into the community through field trips. For example, The science department takes advantage of our close proximity to the Back Bay Field for field trips, the Honors Biology students visit the Newport Aquatic Center, and Special Education provides Community Based Instruction programs. These outings are based on the community and social awareness. Our school-wide learning outcome is to gain empathy for others. By traveling to various countries and cities, and within our own community, students gain an understanding of different cultures and experience how other people live which helps them gain empathy.

In addition, a number of different student-led clubs on campus recruit a wide variety of speakers from the community to provide free talks and panels on current issues and topics. Student clubs and organizations that participate in this type of community outreach include the Academy of Global Studies, Future Business Leaders of America, Youth and Government, ONE Recovery, Fellowship of Christian Athletes, and the Sea King Speaker Series. The Students Resource Center hosts four college fairs throughout the school year, and will be adding a career fair for the 2017-18 school year.

## **E2. School Environment Criterion**

**The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.**

Corona del Mar High School/Middle School maintains a safe and secure environment through various safety and disaster preparedness procedures. The layout of the school only allows six main access points with multiple secondary access throughout the campus. Most classrooms are only accessible through indoor buildings and are enclosed. Throughout the school day each of the gates remain locked from the outside and all visitors must enter and sign in through the front



office and wear visitor stickers. Additionally, all staff members are required to wear district-issued id badges. Students are also required to have their school issued id card with them at all times. The school is secured with three full-time campus security guards and a site-based Newport Beach Police Officer on campus throughout the day. Multiple lockdown, fire, and earthquake drills are executed throughout the school year, including the Great Shakeout. CdM utilizes the Titan HST app and Blackboard to maintain communication with teachers, students, parents and staff during any disaster drills and incidents.

Every 15 Minutes is a program that educates students on the fatal results of drunk driving. Every other year, the Junior and Senior classes are exposed to and/or participate in this program. The program simulates a drunk driving crash and students have hands-on experience of what it would be like if their peers passed away in a drunk driving incident. The program helps educate students about the negative impacts of driving under the influence.

In order to maintain a clean and orderly environment Corona del Mar promotes a policy of “Classy not Trashy” by using numerous decorated trash cans throughout the campus. Students are encouraged to use the trash cans and are reminded frequently with morning and lunch-time announcements.

A structured and equitable environment for all students has been established with school-wide rules and policies that are published in the student handbook, which includes policies for attendance, dress code, and appropriate student behavior. Handbooks are issued in September and are also available to all students and parents on the CdM school website. Both students and parents are required to acknowledge receipt of the handbook online.

CdM staff has identified attendance as a critical area of concern that needs to be addressed. Last year our instructional coaches team met to address the policies regarding student attendance. Excessive individual period absences were identified as an area that needs to be addressed. By moving to the block schedule teachers knew single period absences would have a greater impact on student learning. Working alongside administration and attendance personnel, as a first step, the team redefined attendance practices, consequences, and interventions that support a culture of learning. With these continued focused efforts, CdM staff will strive to eliminate chronic absenteeism as defined by the state of California.

The school has a variety of resources to assist students with social and emotional safety. PTA has offered cyber-safety meetings for our parent community. October is cyber-safety month when various resources are sent to parents to encourage safe and appropriate use of technology. On campus we have the Human Resource Council that organizes various events throughout the year including suicide awareness, anti-bullying month, and inclusion week. CdM also coordinates with

“ONE Recovery” to provide guest speakers for drug and alcohol concerns. The National Honor Society promotes academic integrity week prior to exams to help remind students to maintain their integrity. Within the classroom teachers connect social issues to the curriculum, work on co-curricular activities, and promote social and cultural sensitivity. Peer Assistance Leadership (PAL) supports red ribbon and yellow ribbon weeks with various activities and announcements on Trident.

### **E3. Personal and Academic Student Support Criterion**

**All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.**

In order to create and support an atmosphere that is caring, concern, and high expectations for students in an environment that honors individual differences, Corona del Mar has various programs. Corona Del Mar has adopted the core values of Resilience, Integrity and Empathy. These core values are promoted by staff and administration as shown in our mission statement: To provide the highest level of comprehensive instruction aimed at empowering students to learn with resiliency, react with empathy, and live with integrity. In 2015, CdM began the implementation process of the PBIS model (Positive Behavior Interventions and Supports) to focus on creating a positive, collaborative atmosphere and help students have a clear understanding of school-wide behavior expectations. AS CdM enters the third year of PBIS, we have identified a need for continued development of a detailed three-tiered system. Components of year one and two need additional refinement as we move forward with year three supports.

CdM has several programs in place to foster our core values of integrity, resilience, empathy and support PBIS implementation. In 2015 One Recovery was brought to CdM to address the needs of our students suffering from problems with substance abuse, anxiety, depression and school connectedness. To supplement support this year CdM has contracted with Turning Point to service at risk students with consistent one-to-one counseling support. To encourage and support students who consistently demonstrate our core values CdM utilizes the Sea King Pride Luncheon. In the spring of each school year, each teacher chooses one student they feel exhibits the core values of CdM to be recognized at a school-wide luncheon. This luncheon places a focus on character and values as opposed to academic achievement. Additionally, CdM provides opportunities for students to demonstrate character and celebrate differences through music, arts, athletics, and other extracurricular activities. ASB provides various club opportunities lead by students as well. There are clubs on campus which promote and bring awareness to gender equality, cultural enrichment, concern for environment, shared interests and political awareness. The majority of

students on campus are actively involved in at least one club on campus allowing them to feel a sense of community and connection to the campus.

To intervene with students who demonstrate social, emotional, and/or academic issues, teachers and counselors collaborate through a student support team. Individualized educational plan (IEP) meetings are held with administrators, teachers, and parents for students who have special needs. Similarly, 504 meetings may also be held for students who require accommodations but do not qualify for special education. IEP case carriers prepare documents called “IEP at a Glance” to provide an accessible, easy and brief overview of student's IEP profiles for respective general education teachers. This helps promote clear communication between the special education case carriers and general education teachers.

Corona del Mar embraces the strategy of restorative justice to use discipline as a teachable moment other than a punitive measure. This is used to support the whole child, both socially and emotionally, so there is minimal impact to their academics. Administration and counseling work together frequently to hold kids accountable for their poor choices and how to move forward to repair the relationships that have been compromised.

Corona del Mar staff rewrote their mission statement this year to help support an atmosphere of trust, respect, and professionalism. The mission statement has three core values that are most important to lead our students through CdM and out of CdM with preparation and confidence. These values are Resilience, Empathy, and Integrity. Each of these core values are written within each teacher's syllabus and are posted in each teacher's classroom. CdM has a school site council that meets 4 to 6 times a year which includes parents, students, teachers, and administrators. The site council weighs in on various campus issues as well as helps give an overall sense of CdM's culture from every angle. CdM's Site Leadership Team (SLT), consisting of department chairs, principals and lead counselors, meets monthly to address school issues as they relate to curriculum, behavior, and general campus culture. Each department chair gives curriculum updates and concerns, and principals share important school wide information. PTA meets monthly with administration and counselors.

CdM utilizes the Titan HST app and Blackboard to communicate emergencies and important messages to the entire staff, student body, and parent population. Schoolloop is used on a regular basis for teachers to communicate assignments, grades, and announcements. Parents and students have their own personal accounts on schoolloop and are connected easily to teachers, admin, and staff. In addition to School Loop, many teachers utilize other platforms such as Google Classroom and Schoology for the communication of daily assignments and announcements. Most Mondays (exclusions include weeks CdM has an assembly or minimum day that week) CdM has a late-start

bell schedule which allows time for teachers, admin and staff to collaborate in staff, department, or grade-alike meetings. The time between meetings and the start of the first class is reserved for student intervention. During this time students are able to meet with teachers for additional help, to make up missed assignments, and catch up on missed work.

Corona Del Mar has eight staff members that are Instructional Coaches who communicate with the staff about instructional strategies, create and lead professional development sessions, host learning rounds, mentor new teachers and develop classroom strategies for a more positive environment. Each Instructional Coach is from a different department on campus which creates a well rounded and diverse group representing all teacher needs on campus. Because of this, instructional coaches weigh in on policies and school norms. The school principals meet with the coaches once a week to collaborate on the current school culture and the needs of the staff. Instructional Coaches are vital to new staff members on campus. The coaches specifically target these staff members to be sure they are supported and assisted whenever needed.

There is a comprehensive student support system in place at Corona del Mar. All students receive appropriate support along with high school four-year plans to help ensure their individual academic success. Most teachers make themselves available during intervention time as well as during lunch, breaks, and prep periods to support the success of their students and offer help as it related to their classes. There are two school psychologists, one full-time and one part-time, available to help address the needs of individual students. Counselors are in charge of A-G requirements, four-year planning, and educating students and parents about teen issues and providing navigational and coping strategies. Counselors also facilitate SST meetings for students experiencing academic and/or behavioral challenges. During the 2016-17 school year there were 107 SST meetings held. Identified students are serviced with IEPs or Section 504 plans. At the conclusion of the 2016-17 school year 94 students had a 504 plan and 199 students had an IEP. Also last year, over 60% of student visits to the nurse's office were due to somatic symptoms. This data is alarming and indicative of the high stress and anxiety level of our students. As we move forward, this is an area of concern that will be addressed through our further development of PBIS and systems of support.

CdM has many support services including a Student Resource Center which provides students with college guidance, Regional Occupational Program (ROP) opportunities, and career guidance. In addition to the services provided by counselors and the comprehensive process of administrative student support, Corona del Mar also helps students succeed with clubs and after school activities. Among these service groups are: At Your Service (AYS), National Honor Society (NHS), Peer Assistance Leadership (PAL), and Human Resources Council (HRC). These groups offer programs to help students with academics and social challenges. CdM also has a

School Resource Officer (SRO) provided by the City of Newport Beach Police Department. Our SRO provides advice and counseling to students in matters of the law and healthy lifestyle choices, along with student and parent guidance in issues pertaining to the law. Our SRO also supports the CdM school community through attendance at athletic and extracurricular activities. Safety trainings are annually provided for the CdM parent volunteers.

CdM uses many strategies to promote student growth and development. The instructional coaches are a team that targets specific instructional needs. Input from the staff and administration help determine the instructional needs and the instructional coaches then lead professional development sessions targeting these needs. After the professional development sessions, the coaches visit specific teachers assigned to them and follow up with any questions the staff may have and continue to collaborate to create rigorous standards-based instructional strategies. Furthermore, instructional coaches provide teachers with a quarterly newsletter that includes a review of the professional development and different instructional strategies.

Teachers receive Aeries dashboards from administration that outline an academic profile for each of their students. The dashboard gives the teacher information on each student's language level, reading level, special needs, SBAC scores, and previous grades. The profiles help the teachers specialize their instruction for various learning styles and student needs. Teachers collaborate regularly with each other during late starts and on their own time to help target specific struggling students and share best practices and instructional strategies.

For students who struggle academically, CdM offers an intervention time on Mondays where students can receive help from teachers and peers. CdM also offers credit recovery for students who failed to meet the academic requirements of courses. Additionally the National Honors Society students offer free peer tutoring throughout the year. Students in the twelfth grade can attend a free essay writing workshop to assist them with the writing process for their college entrance essays. Before semester finals, ASB sponsors a Finals Fiesta Night, which provides additional review opportunities led by teachers for upcoming final exams. ASB provides dinner to every classroom.

English learner (EL) students are placed in English Language Development (ELD) or mainstream classes based on multiple measures, such as California English Language Development Test (CELDT) scores and teacher recommendations. General education teachers are involved in the SST and IEP process, and provide input towards accommodations. Special education staff provides general education teachers with student profiles documenting their accommodations and special needs.

CdM addresses multiple learning styles by employing strategies such as flipped classroom techniques, Socratic seminars, and project-based learning. Many teachers have started using Schoology and Google Classroom. Teachers have found that these platforms can provide discussion boards and extend the learning outside of the classroom. The Performing Arts and Multimedia Academent (PAMA) and the Academy of Global Studies (AGS) provide a focused area of study where students can specialize in their area of interest.

CdM uses a web based student/parent/teacher communication system called School Loop. Teachers post assignments and grades on School Loop and parents have access to the portal at all times. School Loop allows teachers to quickly access information regarding a student's progress in all classes as well as provides a snapshot of those students in danger of failing a course at any given time. School Loop offers teachers the ability to easily email a student's entire study team, consisting of all of their teachers, parents, and administrators, and allowing for easy communication regarding student progress and discipline. Aeries allows all teachers to access more detailed information about a student, including reading levels, disciplinary actions, standardized test scores, interventions, parent contact information, student's class schedules, and attendance.

The staff at CdM are quick to meet with struggling students and provide them with resources to help improve their grades. Student Study Teams (SSTs), Individualized Education Plan (IEPs) and 504s are regularly planned with counselors, teachers, students, administration, and parents, when appropriate. Aeries database (attendance) gives quantitative data regarding amount of absences, tardiness and disciplinary actions and is used regularly by teachers.

In 2014-15 CdM implemented a late start professional development time where staff rotates between faculty, department, and grade-alike meetings. At grade-alike meetings, teachers, counselors, and administrators meet according to grade levels to discuss at-risk students. For example senior teachers will meet early in the school year to make sure they understand graduation requirements and the senior calendar of events. Throughout their senior year, counselors check in with senior students in regards to grades and future plans. Students who are at risk of not graduating are counseled individually. Department meetings offer teachers time to collaborate within their courses. Lastly, faculty meetings provide teachers with professional development opportunities to improve their instructional strategies.

During the master schedule building process, the distribution of students is continuously analyzed through the use of both course requests and class enrollment. The master schedule team focuses on balancing courses in consideration of student distribution as part of the process.

Our school and community collaborate to provide equitable access to all programs and opportunities. Scholarships are available for music lessons and tour opportunities, AP exams, sports, field trips, and other school-related activities. No student is denied access to any extracurricular activities due to financial constraints.

NHS offers peer tutoring during lunch and before school for struggling students. During Monday late start intervention, teachers are available to provide academic support for students. The Student Resource Center is also a highly utilized area for students, staffed with a College and Career Program Specialist who provides college and career guidance and support for students. Summer remediation opportunities and credit recovery courses provide opportunities for struggling students to successfully meet graduation requirements.

Students at CdM have a wide variety of interests and talents. In order to address their interests, a variety of co-curricular activities such as: studio art, vocal and instrumental music, dance, drama, film studies, art history, psychology, sociology, journalism, yearbook, Youth and Government, business law, history of Rock and Roll, student government, and ceramics. Through the ROP program, we also offer visual imagery, computer graphics, film and digital, and the art of animation.

There are over 70 clubs and teams on campus and that students can participate in. Academic clubs and teams include the Academic Decathlon, Model United Nations, Youth and Government, Speech and Debate, Mock Trial, Future Business Leaders of America, Robotics Club, and Engineering Club. These organizations complement and enhance what students are learning in the classroom settings. All clubs email agendas and minutes to the associated student body (ASB) president to promote accountability. Some clubs are specifically linked to academic standards such as Academic Decathlon, Future Business Leaders of America, National Honors Society. Peer assistance leadership (PAL) and National Honor Society (NHS) are student driven programs to promote integrity and resiliency. They also develop the academic, research, and performance skills of students.

Currently, 66% of students participate in athletics. The CdM athletic program is more focused on developing character and sportsmanship than on wins and losses; they commit to Pursuing Victory with Honor. Student athletes are required to maintain a minimum GPA requirement of 2.0, or higher, in order to participate in their team sport. CdM coaches actively monitor the students in their programs and work closely with classroom teachers. In 2017, the majority of CdM varsity athletes had a 3.0 or higher.

One of the many benefits of the performing arts programs offered at Corona del Mar is that students are provided with opportunities after school to be involved in choir concerts, plays and

musicals, dance performances, instrumental concerts, and the concert band that plays at football games. Performance material chosen for these activities allow students to engage with themes such as Shakespeare, The Holocaust, historical events, Realism, and poetry. As part of the UC A-G requirements, students are required to take electives at CdM in visual or performing arts, which helps students gain an appreciation for the arts. This requirement also supports PAMA and our school-wide focus on fine arts.

### **Strengths**

- Exploration of post-secondary options beginning in 9th grade
- Community service hours requirement
- Financial support (PTA/Foundation/Boosters) and volunteers from various parent groups
- Guest Speaker Series to support parents and students with relevant issues
- Counseling Dept. meetings
- Collaboration between special education and general education teachers
- A diverse selection of clubs allowing students to explore various interests
- Student Resource Center services
- Stakeholder involvement
- Programs that address addiction and social/emotional needs of students
- Student peer support
- Weekly intervention
- New student orientation
- Student recognition programs

### **Areas in Need of Growth**

- Student resilience
- Intervention with students with D/Fs in academic classes
- Reducing excessive period absences

### **Evidence**

- 9th grade career speech
- Senior projects
- Titan app
- Athletic rosters
- ASB list of clubs and minutes
- Guest speakers for various clubs
- FBLA, Engineering Club, and FCA



- 40 hours community service required to graduate
- All visitors are required to check in through front office
- School Resource Officer and security guards on campus
- ONE Recovery
- Peer tutoring (NHS)
- PAL
- Nurse's log
- LCAP student survey
- ASB
- Sea King Pride Awards

## **Prioritized Areas of Growth Needs from Categories A through E**

### **Chapter III - Section A**

- Enhance the alignment of the WASC Action Plan with the SPSA
- Increase the involvement of staff during the annual SPSA evaluation and review/planning of new goals for the following year
- Implement an intentional schedule for staff to analyze student achievement data based on SBAC results, AP pass rates, D and F lists, and attendance.

### **Chapter III - Section B**

- Expand implementation of the Next Generation Science Standards to prepare for statewide testing starting in 2019
- Continued course alignment within the integrated math sequence
- Explore the addition of more CTE pathways

### **Chapter III - Section C**

- Corona del Mar teachers need to improve in the consistent implementation of utilizing closure techniques as a final check for understanding.
- Corona del Mar teachers need to continue differentiating instruction to reach the needs of struggling students.

### **Chapter III - Section D**

- Continue to schedule intentional department collaboration to review, analyze and evaluate test results: site developed, district, and standardized
- Review questions on common assessments to ensure instruction and content matches what is being assessed

### **Chapter III - Section E**

- Student resilience
- Intervention with students with D/Fs in academic classes
- Reducing excessive period absences



# Chapter IV

## Summary from Analysis of Identified Critical Student Learning Needs



Cultivate Integrity  Develop Resiliency  Model Empathy

## **Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs**

### **Implications of the Data**

After reviewing the data from chapters I-III in Corona del Mar High School's profile, the significant changes on campus during the past six years, and the Focus on Learning (FOL) Group findings, it is evident that Corona del Mar is located in a well-educated community with stakeholders who place value on education. CdMHS students continue to succeed academically as seen in school-wide student results on standardized tests and district benchmark assessments. CdM students score above district, state, and national averages on standardized tests such as the American College Test (ACT), the Advanced Placement (AP) tests, the Scholastic Aptitude Test (SAT), the Smarter Balanced Assessment Consortia (SBAC), the California English Language Development Test (CELDT), and the California Science Test (CST). In addition to CdM's high performing students, Corona del Mar teachers are highly qualified, hard-working, innovative, and welcome opportunities to further develop as professionals. Parents in the community are very involved in their students' high school experience and hold high standards of achievement for their children. Corona del Mar students prove to be highly motivated and participate in classroom, athletic, club, campus, and community activities.

Corona del Mar High School's new mission statement, the core values developed through our PBIS training, and our school motto support student success both academically and socially/emotionally. Sea King students are assessed regularly and their academic learning results are measured through a variety of ways. Students' academic success is measured based on data provided in CdM's profile which includes ACT, AP, CELDT, SAT, SBAC, and CST results, along with grade distribution lists like D/F reports, and graduation rates. Corona del Mar students continue to perform well when measured by this criteria. For example, the Corona del Mar High School graduation rate has consistently been over 99% for the last six years exceeding district, state, and national rates. 84% of 2017's graduating class continued their studies at a four-year college or university and 15.6% continued on at a two-year college. CdMHS has also worked to eliminate gate keeping honors courses which tend to track students. As a result, student enrollment in Advanced Placement classes has increased since 2012 by nearly 10%. As of 2016, 48.7% of all Corona del Mar students were enrolled in at least one AP course.

Corona del Mar departments analyze student result data to assess the impact of instruction, identify student strengths and areas of need, as well as refine curriculum. CdM teachers collaborate on common best practices, innovative lessons, and formative and summative assessments. Through CdM's increased designated collaboration time during the past six years,

teachers have engaged in more opportunities to collaborate, work in departmental professional learning communities, and in grade-alike teams. Teachers have utilized these opportunities to explore student performance based data and anecdotal data to assess these findings and identify critical student learning needs. In 2012-13, there were ten CdM department and whole staff meetings held. In 2017-18, there will be 35 department, grade-alike, and staff meetings held. While it is evident that teachers participate in increased occasions to collaborate and analyze student achievement, teachers will continue to refine this practice to address critical student learning needs as they relate to achieving rigorous and challenging standards.

Beyond student academic performance data and graduation rates, Corona del Mar High School also uses other measures to assess student success and participation in campus life. Corona del Mar provides students with various opportunities to pursue their interests in the areas of academics, athletics, student leadership, academic competitive teams, and student organized clubs. In 2016, 66% of CdM's high school students participated on one of the school's 21 athletic teams and over 75% of CdMHS students were active on academic teams, in student leadership groups, and participate in athletics. Corona del Mar High School has 75 student-organized and student-run clubs on campus which meet the school's Associated Student Body (ASB) criteria. Additionally, approximately 1,710 students explore the visual and performing arts through a fine arts course.

Through the review of student performance data and anecdotal data from the school community, Corona del Mar High School identifies three areas of critical student learning needs.

### **Critical Academic Need #1**

#### **Academic Intervention: Decrease the Number of D/F Grades by Providing Targeted Academic Support for Struggling Students**

Corona del Mar High School commits to providing the highest level of comprehensive instruction aimed at empowering students to learn with resiliency, react with empathy, and live with integrity. To achieve its mission, CdMHS courses focus their instruction on student engagement and understanding in order for students to successfully progress in the curriculum and learn at their highest level of understanding. Through this lens and goal, Corona del Mar would like to enhance the student learning experience and provide the needed academic support to allow students to learn at their fullest potential in their rigorous courses. As a school, we acknowledge the growth that the CdM staff has made in the area of student data analysis and how its implication may be used to guide programs and structures in place on campus for the betterment of student achievement. Corona del Mar would like to continue to refine its data analysis processes and the frequency of which the staff looks at data in order to focus on providing required, academic

intervention and support structures on campus for its struggling students performing below proficient levels of mastery.

Moving forward, CdM is invested in implementing targeted academic support for students in order to minimize the number of D/F grades and increase overall student achievement in core curricular subject areas. The focus of Monday morning designated collaboration time will have an increased focus on the analysis of D/F data and grade distribution, AP, CELDT, and SBAC results and sub cluster outcomes by skills, student enrollment subgroup achievement data, and student attendance rates. Additionally, each department and course will need to continue to focus on essential learning, common formative and summative assessment development, implementation, result analysis, common grading practices, and vertical alignment to maximize student learning. CdM would also like to implement student surveys to assess the effectiveness and frequency of its Monday morning intervention program.

### **Data to Support Critical Academic Need #1**

- Between 2015 and 2016, the percentage of non-AP students not meeting or nearly meeting the math standards on the SBAC test increased from 64% to 74%.
- Between 2015 and 2016, the percentage of AP student not meeting or nearly meeting the the math standards on the SBAC test increased from 11% to 74%.
- Between 2015 and 2016, the percentage of non-AP students not meeting or nearly meeting the standards in English Language Arts on the SBAC test increased from 26% to 64%.
- Between 2015 and 2016, the percentage of AP students not meeting or nearly meeting the the English Language Arts standards on the SBAC test increased from 5% to 20%.
- Overall D/F Grade Data

<b>Year</b>	<b>Semester</b>	<b>Student Population</b>	<b># of Students with D/F</b>	<b>% of Students with D/F</b>
<b>Grades 9-12</b>				
<b>2017</b>	Spring	1,739	256	14.7%
<b>2016</b>	Fall	1,775	295	16.6%
<b>2016</b>	Spring	1,718	200	11.6%
<b>2015</b>	Fall	1,754	163	9.2%
<b>2015</b>	Spring	1,679	165	9.8%
<b>2014</b>	Fall	1,692	202	11.9%
<b>2014</b>	Spring	1,691	285	16.9%

<b>2013</b>	Fall	1,721	269	15.6%
<b>2013</b>	Spring	1,660	232	14.0%
<b>2012</b>	Fall	1,686	267	15.8%
<b>2012</b>	Spring	1,600	325	20.4%
<b>2011</b>	Fall	1,591	289	18.1%

## **Critical Academic Need #2**

### **Using the Positive Behavior Intervention Support (PBIS) Model to Develop a Detailed Three-tiered System for Student Support**

Over the past two years, Corona del Mar has experienced a dramatic increase in the number of suspensions, primarily in the following categories: possession, use or distribution of a controlled substance; disruption or willful defiance; and caused/attempted/threatened physical injury. CdM's suspension rate more than doubled between the 2014-15 and 2016-17 school years, leading to a commitment to exploring additional alternatives to suspension.

During the 2017-18 school year, the nurse's office received 3966 students for unexpected visits. This total does not include those students who regularly check in the nurse for medication administration or check blood sugar levels. On the 3,966 students, 3024 came to see the nurse to report feeling ill. A staggering 61% of those visits, a total of 1,836, presented with somatic symptoms.

Corona del Mar High School currently has 94 students on an active 504 Plan, with the single most qualifying factor being anxiety and/or ADHD. During the 2016-17 school year, 107 Student Support Team (SST) meetings were facilitated by the counseling department.

On the most recent climate survey, 26% of students do not believe there is an adult on campus that they can go to for help. 20% of students do not feel like they belong at CdM, and a staggering 38% of students do not believe there are sufficient programs or supports in place to effectively address drug-related issues.

As a result of reviewing the discipline data, the excessive visits to the nurse's office by students presenting with somatic symptoms, the number of SST meetings held, and the concerns raised through the student survey, Corona del Mar has determined a need for additional student support services and resources.

### **Data to Support Critical Academic Need #2**

- Results of the student LCAP survey
- Of the 35 students who participated in the *One Recovery* program on the CdMHS campus as a form restorative justice and alternative to suspension for major disciplinary offenses, only one student has committed a repeat offense.
- Suspension and Expulsion data



<b>CdMHS</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Total Student Population	2,473	2,548	2,557	2,580	2,631
# of Students Suspended	39	28	38	93	90
Suspension Rate	1.5	1.1	1.4	3.6	3.4
# of Expulsions	1	0	0	0	4
<b>District</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Suspension Rate	2.7	2.1	2.0	2.8	2.3
Expulsion Rate	0	0	0	0	0

### **Critical Academic Need #3**

#### **Improve Overall Student Attendance**

As a Basic Aid district, Newport-Mesa is not funded based on daily student attendance. Corona del Mar Middle/High School's overall 96% percent daily attendance rate, while very positive, does not reflect the number of students who are excused by parents and guardians. Therefore, this number does not accurately represent our in-seat attendance on a daily basis. CdMHS leads the district in single period excused absences spanning grades 7-12. Isolating the single period excused absences data for grades 9-12, CdM has the second highest number of single period excused absences in the district. In 2016-17, the average number of single period excused absences per student, grades 9-12, was 27.3.

Corona del Mar approaches its attendance issues in a collaborative manner working with administration, attendance office, classified staff, instructional coaches, teachers, counselors, and district representatives. Together, the school is currently working to redefine attendance practices, consequences, and interventions that support a culture of learning and strive to eliminate chronic absenteeism as defined by the state of California. In addition, CdM's administrative team reviews attendance patterns to help improve overall school attendance.

In the spring of 2017, the instructional coaches met weekly to address the impact of absences on classroom instruction and student learning. This group of teachers also collaborated with the attendance office to identify existing concerns and refine attendance policies. CdMHS identified the following needs for change and attendance proposal, which have been positively received by the district:

<b>Attendance Areas of Concern</b>
1. There are few impactful consequences for chronic absenteeism.
2. Moving into 2017-18, student attendance plays a role in the school's rating.
3. CdM has a culture of high single period absenteeism excused by parents.
4. With the new block schedule, one single period absence has a greater impact on student learning.

Moving forward, Corona del Mar would like to continue to focus on improving overall student attendance on campus. Research has shown that improved student attendance along with clearly communicated, consistent attendance procedures have a measureable impact on student achievement.

## Data to Support Critical Academic Need #3

### Period Excused Absences Grades 9-12 - Comparative Data Across 4 Years

*\*CdMHS changed to block schedule in 2016-17.*

School Year	2013-14	2014-15	2015-16	2016-17
# of Students with Excused Absences	1,726	1,646	1,663	1,591
Total Single Period Excused Absences	105,698	98,550	101,728	43,389
Avg. Per Student	61.2	59.9	61.2	27.3

### Period Unexcused Absences Grades 9-12 - Comparative Data Across 4 Years

School Year	2013-14	2014-15	2015-16	2016-17
# of Students Unexcused	1,497	1,437	1,460	1,572
Total Single Period Unexcused Absences	19,726	20,664	21,909	31,357
Avg. Per Student	13.2	14.4	15.0	19.9

### Period Truancies Grades 9-12 - Comparative Data Across 4 Years

School Year	2013-14	2014-15	2015-16	2016-17
# of Students Truant	1,497	1,442	1,444	1,376
Total Single Period Truancies	19,726	18,119	18,348	22,261
Avg. Per Student	13.2	12.6	12.7	16.2



## Chapter V Schoolwide Action Plan



Cultivate Integrity ■ Develop Resiliency ■ Model Empathy

## Chapter V: Schoolwide Action Plan

### Action Plan Objective 1

**Objective 1: Decrease the Number of D/F Grades by Providing Targeted Academic Support for Struggling Students**

**Rationale:** CdM is invested in implementing targeted academic support for students in order to minimize the number of D/F grades and increase overall student achievement in core curricular subject areas.

**Measurable Outcome:** By June 2019, there will be a 10% reduction in the number of Ds and Fs received by students in the core academic subject areas of English and math.

Action Steps	Person(s) Responsible	Resources Needed	Timeline
Designate collaboration time on Monday late starts to review and analyze D/F data.	Administration Counselors Department Chairs	D/F data reports	Quarterly beginning Spring, 2018 - ongoing
Designate collaboration time one day during the first week back for professional development to review and analyze SBAC and AP data.	Administration Counselors Teachers	SBAC score reports AP score reports	Annually in August/September
Designate collaboration time on Monday late starts to review and analyze attendance data and trends.	Administration Counselors Support Staff Instructional Coaches	Attendance reports	Quarterly beginning Spring, 2018 - ongoing
Designate collaboration time for	Administration Department Chairs	Content standards Assessment reports	Monthly beginning in December, 2017

content areas with a focus on: essential learning; common formative and summative assessments; common grading practices, and vertical alignment to maximize student learning.	Department Members	Course descriptions Pacing plans Syllabi	
Create and implement a comprehensive, school-wide plan that requires students with one or more Fs in any core content area to attend Monday morning intervention every week until their grade has improved.	Administration Counselors Teachers	D/F reports Intervention attendance records	By June, 2018

## **Action Plan Objective 2**

### **Objective 2: Using the Positive Behavioral Intervention Supports (PBIS) Model to Develop a Detailed Three-tiered System for Student Support**

**Rationale:** As a result of reviewing the discipline data, the excessive visits to the nurse's office by students presenting with somatic symptoms, the number of Student Support Team meetings held, and the concerns raised through the student survey, CdM has determined a need for additional student support services and resources.

**Measurable Outcome:** By June 2019, there will be a 20% reduction in the number of suspensions and a corresponding 10% increase in positive culture and support responses on the LCAP student survey.

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Timeline</b>
Fully implement strategies within PBIS Year 1, Year 2 and Year 3	Administration PBIS Leadership Team Counselors Teachers	Signage District support Student surveys Community partnerships MFT interns Social work interns Guest speakers Lesson plans for Core Values	By June, 2018
Collaboration with Turning Point counseling agency to provide twice weekly support for students.	Administration District office Counselors	Funding for Turning Point Signed agreement between NMUSD and Turning Point Facilities	October, 2017 - ongoing
Increase the on-campus presence and services of ONE Recovery	Administration District office Counselors	Funding for ONE Recovery Facilities	September, 2017 - ongoing
Refine tiered-intervention referral process.	Administration Counselors School Psychologists	Collaboration time	By February, 2018

### **Action Plan Objective 3**

**Objective: Improve Overall Student Attendance**

**Rationale: Attendance data analysis has demonstrated a need for concentrated efforts at reducing the number of period absences, regardless of whether excused or unexcused.**

**Measurable Outcome: By June 2019, period absence rates will decrease by 10% overall.**

<b>Action Step</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Timeline</b>
Comparative data analysis of students with chronic absenteeism with one or more D/Fs.	Administration Attendance Office Staff Instructional Coaches Counselors	Attendance reports D/F reports	February, 2018 - ongoing (quarterly)
Implement a formal “loss of privilege” (LOP) attendance accountability plan.	Assistant Principals Attendance Office Staff Athletics Director Activities Director	Attendance reports	February, 2018 - ongoing
Develop a “check in/check out” process for students with chronic absenteeism.	Assistant Principals Attendance Office Staff Counselors Support Staff	Attendance reports	February, 2018 - ongoing
Create a attendance policy review committee to evaluate existing policies.	Administration Attendance Office Staff Instructional Coaches Counselors	Attendance reports Collaboration Time	February, 2018



## Resources

- A. [2016-17 CBEDS](#)
- B. [2017-18 Bell Schedule](#)
- C. [2017-18 CdM SPSA](#)
- D. [2017-18 Late Start Schedule](#)
- E. [AP Course Ledger](#)
- F. [CdM Dashboard](#)
- G. [CdM Master Schedule](#)
- H. [CdM Parent Community Groups](#)
- I. [2015-16 CdM SARC](#)
- J. [CdM Site Budget](#)
- K. [CdM Site College Readiness](#)
- L. [CdM SLT Team and Schedule](#)
- M. [Core Values](#)
- N. [Graduation Requirements](#)
- O. [NMUSD California Healthy Kids Survey](#)
- P. [NMUSD District Priorities](#)
- Q. [NMUSD LCAP 2017-18 Goals](#)
- R. [University of California A-G list](#)
- S. [Student Survey Data Summary](#)