

SELF-STUDY VISITING COMMITTEE REPORT

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION

Diamond Bar High School
Diamond Bar, CA

Focus On Learning



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Chapter I: Student/Community Profile

Diamond Bar High School (DBHS) opened in 1982 and is located in the city of Diamond Bar. The southern portion of the city is served by the Walnut Valley Unified School District, while the northern portion is served by the Pomona Unified School District. DBHS is one of two comprehensive high schools in the Walnut Valley Unified School District. The district also includes three middle schools and nine elementary schools. The district's alternative education school, Ron Hockwalt Academies, will be relocated to the comprehensive sites for the 2010-2011 school year due to budgetary considerations.

The city of Diamond Bar, a primarily residential community, is located at the crossroads of Orange County, Los Angeles County and San Bernardino County. Population statistics from the 2000 U.S. Census reflect a diverse population that is 42.8% Asian, 22.5% White, 18.4% Hispanic/Latino, 4.8% African American, and the rest of the population listed as Other or Two or More. The 2009 estimated population of Diamond Bar is 58,730. There are 18,213 households with an average size of 3.39 members and an average annual household income of \$103,525. The median property value is \$515,390. Diamond Bar is a stable community where homeowner vacancy rates average 0.7% and rental unit vacancy rates average 1.9%.

DBHS serves approximately 3100 students in grades 9-12. The diverse student population is best described as "cosmopolitan" (both multi-ethnic and multi-cultural). A language other than English is spoken in the homes of over fifty percent of the student population.

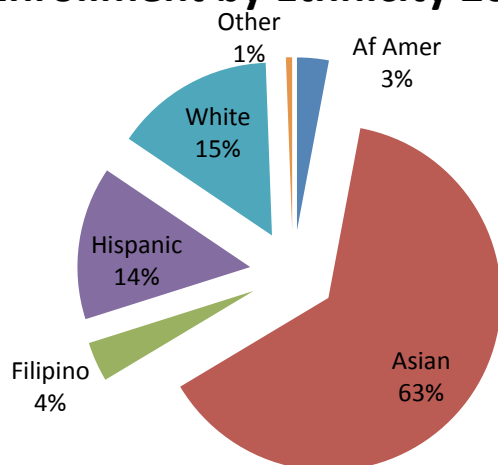
Enrollment

Enrollment at DBHS is currently 3099 students. The enrollment has declined steadily by about 2% each year for the past two years. District of Choice has helped maintain the enrollment number, as 17% of the population is from out of district. Currently the 12th grade class has 747 students, the 11th grade 809 students, the 10th grade 745 and the 9th grade 798. The student population is 51% male and 49% female, reflecting a fairly equal gender distribution that has remained relatively consistent since 2006. The ethnic breakdown of Diamond Bar High School is 63% Asian, 15% White, 14% Hispanic/Latino, 4% Filipino, 3% African American, and American Indian and Pacific Islander constitute less than 1% of the total school population. There are 24 primary languages identified for the Diamond Bar school community. Predominate languages are Mandarin, Korean Cantonese, and Spanish. A language other than English is spoken in the homes of over fifty percent of the student population.

Enrollment by Grade Level				
	2007	2008	2009	2010
9th	743	824	751	798
10th	869	755	825	745
11th	818	870	743	809
12th	827	809	845	747
Total	3257	3258	3164	3099

In 2002, Asian students constituted 51% of the student population and emerged as the first ethnic majority since the early 1990's. This subgroup has continued to increase in population each year to 63% for the 2009-2010 school year. The African American student population has averaged a modest, but sustained decrease in population over the last four years. As of the 2006-2007 school year the African American subgroup became statistically insignificant. The White subgroup has experienced the most dramatic decline of 6% in the last four years, from 21% of the student population in 2006 to 15% in 2009. The remaining ethnic subgroups have remained relatively unchanged in recent years.

Enrollment by Ethnicity 2009-2010



Special Education students number 131 and comprise 4.2% of the total student population. This number has remained consistent since 2006. Special Needs students are identified in the following areas: Resource Specialist Program (RSP), Special Day Class (SDC) and Speech and Language.

Students in Special Education				
	2007	2008	2009	2010
SDC	41	31	38	30
RSP	92	97	86	101
Speech & Language	0	3	2	0

539 (17%) DBHS students are GATE designated. This number has increased steadily since 2006. GATE students at DBHS are invited to an annual GATE Day celebration where alumni from the school are invited back to serve as guest speakers about their college and work experiences.

Students Designated GATE				
	2007	2008	2009	2010
Freshmen	106	129	129	185
Sophomores	119	103	133	130
Juniors	104	108	97	126
Seniors	103	120	103	98
Total	432	460	462	539

Language Proficiency

A student's language proficiency level is determined by district testing. Two academic programs are offered to EL students: Structured English Immersion (SEI) for Beginning and Early Intermediate EL students and English Language Mainstream for Intermediate, Early Advanced and Advanced EL students. The SEI program includes English Language Development (ELD) courses and Specifically Designed Academic Instruction in English (SDAIE) content area courses. The Mainstream program includes SDAIE courses in all content areas required for graduation.

In 2009 187 students were designated as English Learners (EL), 1245 students Fluent English Proficient (FEP) and 32 Reclassified Fluent English Proficient (R-FEP). From 2006 to 2009 the EL and FEP numbers remain consistent.

Students are re-designated (R-FEP) based on their performance on the CELDT and CSTs. In 2008 the number of R-FEP students decreased to only 6.8%, a decline of about 6% from the previous year. This can be attributed to the CELDT test recalibration in 2008, which invalidated its comparison with previous years. The R-FEP percentage increased to 15.5% in 2009. The R-FEP scores remain well above the state level of 4%.

Language Proficiency								
	2006		2007		2008		2009	
	#	%	#	%	#	%	#	%
EL	219	6.6%	207	6.4%	207	6.4%	187	5.9%
FEP	122	37.0%	1241	38.1%	1216	37.3%	1245	39.0%
R-FEP	7	17.4%	29	13.2%	14	6.8%	32	15.5%

Attendance

Diamond Bar High School has maintained an average daily attendance of 97% for the past 4 years.

Attendance Rate				
	2006	2007	2008	2009
% of Actual Attendance	97.27%	97.50%	97.22%	97.72%

Mobility/Transient Rate				
	2006	2007	2008	2009
Enrollment	3314	3257	3258	3164
# Transferred out	139	150	158	145
# Transferred in	228	216	228	189
% Transferred *	13.8%	13.3%	14.0%	10.6%

* % generated from number students transferred (in and out) divided by total students

The current truancy rate according to data from the CDE is 6.86%, a decline from the previous years. Discrepancies in truancy rates over the years can be attributed to coding changes in the student Information systems (SIS) as they have transitioned systems to find one that works best for their needs. The truancy rate consistently remains far below the county and state averages.

Truancy Rate				
	2006	2007	2008	2009
Truancy Rate	14.57%	0.55%	10.55%	6.86%

Suspension and Expulsion Rates

The suspension and expulsion rates are low as compared to the district and state. The total number of suspensions for the 2008-2009 school year was seven and there was only one expulsion. The number of suspensions has decreased each year for the past three years. While Hispanic/Latino students constitute only 14% of the school population, they constitute the majority of suspensions.

Ethnic Breakdown of Suspensions			
	2007	2008	2009
African - American	4	1	0
Asian	3	4	2
Filipino	0	0	0
Hispanic/Latino	8	7	5
White	6	4	0
Total	21	12	7

Socioeconomic Status

Socioeconomically disadvantaged emerged as a significant subgroup for the school in 2003. This population has remained relatively consistent in numbers for the last four years.

5.5% of DBHS student receive free and/or reduced meals. 142 students, 4% of the student population receive AFDC.

Lunch Programs				
	2007	2008	2009	2010
Free and Reduced Meals	183	172	102	177
% of Total Population	5.5%	5.3%	3.1%	5.5%

Parent support is an integral part of the school community. 68% of the parents report an education level of a college degree or further. There is a high level of parent support for education at DBHS.

Parent Education 2009-2010		
	#	%
Not High School Graduate	30	1%
High School Graduate	229	8%
Some College	564	18%
College Graduate	1372	44%

Grad School/Post Grad Training	741	24%
Declined to State/Unknown	163	5%

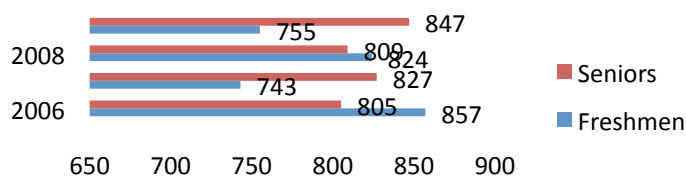
Completion Rates

DBHS's graduation rate is consistently 99-100%. This success is the result of the efforts of all stakeholders. The Grade Level Coordinators\ implement a rigorous monitoring process to ensure all students are on a successful course for graduation. Students at risk of not graduating are provided multiple resources for success, including a high school program at the local community college, adult education on campus, tutoring programs, and alternative education resources within the district. As a result, DBHS has had only one student drop out in the last four years.

Graduation Rate				
	2006	2007	2008	2009
Graduates	809	822	811	856
Non-Graduates	0	1	6	0
% Graduated	100%	99.9%	99.3%	100%

When the number of incoming freshmen approximates the number of graduating seniors, DBHS maintains a stable student population. In 2007 and 2009 the school had a disproportionately smaller number of incoming freshmen compared to graduating seniors. This is reflective of the trend in declining student population not only at this school site, but district and community wide.

Entering Freshmen v. Graduating Seniors



After graduation, approximately 94% of the students continue on to either a two or four college, with 70% at a four year institution. On average, 2% of the students join the military. Other DBHS graduates choose the work place or other post-secondary experiences.

Staff

The certificated and classified staff at Diamond Bar High School is a vital part of the community dedicated to students succeeding. Currently 127 teachers are on staff. 100% of DBHS teachers are fully credentialed. All of the teachers are CLAD certified. 98% of the teachers are NCLB

compliant. The staff of Diamond Bar High School has remained largely unchanged over the past five years, reflecting the stable and positive learning community of the school. Diamond Bar High School teachers have an average of 15 years of educational service and 11 years of service in the Walnut Valley Unified School District. The gender distribution of the certificated staff is 56% female and 44% male. The ethnicity of the teaching staff is 64% White, 17% Asian, 15% Hispanic/Latino and 4% African American. Currently 82 members of the teaching staff hold advanced degrees, including two Doctorate degrees. DBHS also have one National Board Certified Teacher. In 2008-2009 10 teachers participated in Beginning Teacher Support and Assessment (BTSA); there are currently 2 participating teachers.

Teachers by Credentials and Years Experience					
	2006	2007	2008	2009	2010
Total Teachers	124	128	126	127	127
Full Credential	118	126	124	124	127
University Intern	3	0	1	2	0
District Intern	0	0	1	1	0
Pre Intern	1	0	0	0	0
Emergency Intern	2	2	0	1	0
Wavier	0	0	0	0	0
Total yrs in Ed	15.4	15.5	14.8	15.3	15.4
Total yrs in District	11.2	11.1	10.6	11.1	11.2

Teacher Assignments					
	2006	2007	2008	2009	2010
Total Teachers	124	128	126	127	127
Teachers teaching outside of subject area	0	2	0	0	0
Total teacher misassignments	0	0	8	0	0
Teacher misassignments for English learners	0	0	0	0	0
Other misassignments of certificated staff	0	0	8	0	0
Teacher vacancies	0	0	0	0	0

Diamond Bar High School utilizes a unique administrative and pupil services structure. Grade Level Coordinators (GLCs) are the “parents on campus” for students. They meet with each family in August registration to review current progress and plan for future courses with an eye towards the post-graduate goals of students and parents. There are other opportunities for individualized student planning with their GLC throughout the school year. Pathways Communications Academy students are served by their own GLC. GLCs are the primary disciplinarians on campus and provide the bulk of supervision at school events and lunch and brunch.

The four Instructional Deans function as instructional leaders for their divisions. Instructional Deans are responsible for supporting teachers in the classroom, teacher evaluations, long term planning and are the teachers' main advocates on campus. The Deans are administrators that also teach one period each day.

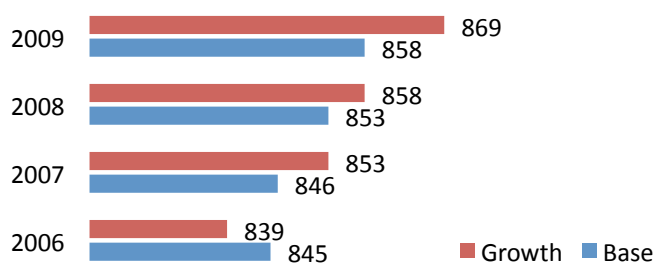
The Principal and Assistant Principal are the only full time administrators.

API

In 2009 DBHS reached an API score of 869 with an 11 point growth from the previous year. The API scores have been climbing steadily since 2007.

The White, English Learner, Asian, and Socioeconomically Disadvantaged subgroup populations all showed increased growth in 2009. The White and Socioeconomically Disadvantaged students increased by 7 and 6 points respectively. The English Learner subgroup showed the largest increase of 16 and the Asian subgroup was reflective of the school wide growth with an increase of 12 API points. The only subgroup population that did not meet their API growth target in 2009 was Hispanic/Latino due to a slight negative growth of -1 between 2008 and 2009. In 2007 the Hispanic/Latino students had a substantial growth of 36 points to a score of 762. Since 2007 this group has maintained a consistent API score of 762.

API All Students



CSTs

An examination of the California Standards Test (CST) data for the past four years shows that DBHS has had success in increasing the number of students performing at a level of *proficient or above*. Within individual college preparatory courses the percentage of students designated *proficient or above* varies inversely with the students' grade level.

Data for the ELA CST reflects increased scores for 10th grade students over the last three years. 11th grade student scores improved between 2008 and 2009. 9th grade scores increased between 2006 and 2008, and then declined slightly in 2009. 9th grade student scores consistently remain the highest of the three grade levels tested. The ELA portion of the CST is the only test that can be analyzed longitudinally. Longitudinal analysis shows a decline between 9th and 10th grade

and consistent performance between 10th and 11th grade.

ELA	2007			2008			2009		
	9th	10th	11th	9th	10th	11th	9th	10th	11th
Students Tested	744	866	805	820	752	857	751	827	749
Advanced	49%	32%	44%	53%	44%	33%	51%	46%	40%
Proficient	30%	32%	24%	30%	29%	33%	32%	29%	29%
Basic	14%	26%	18%	11%	17%	22%	11%	17%	17%
Below Basic	5%	7%	8%	5%	7%	8%	5%	4%	8%
Far Below Basic	3%	3%	5%	2%	3%	4%	2%	3%	6%

CST data shows stability in Algebra II with overall increases in scores for 9th and 10th grade students since 2006. Increases were also noted for 10th grade Algebra I and High School Summative math (students taking Trig/Math Analysis Honors or Calculus classes) in 2009. 9th grade Algebra I scores have declined slightly since 2006 while 11th grade scores have remained consistent. The 11th grade geometry scores show fewer students *below basic* and *far below basic* since 2007. 9th grade geometry scores declined significantly between 2007 and 2008 then remained consistent in 2009. 10th grade geometry scores show no discernable trends.

Algebra I	2007			2008			2009		
	9th	10th	11th	9th	10th	11th	9th	10th	11th
Students Tested	148	96	27	119	69	36	114	60	19
Advanced	3%	2%	0%	7%	4%	0%	9%	8%	5%
Proficient	43%	22%	11%	39%	14%	14%	31%	22%	5%
Basic	41%	48%	11%	45%	42%	19%	29%	32%	16%
Below Basic	12%	24%	59%	8%	38%	47%	26%	32%	42%
Far Below Basic	1%	4%	19%	0%	1%	19%	5%	7%	32%

Algebra II	2007			2008			2009		
	9th	10th	11th	9th	10th	11th	9th	10th	11 th
Students Tested	249	282	160	298	253	152	323	302	160
Advanced	37%	9%	3%	44%	10%	3%	47%	10%	4%
Proficient	45%	38%	24%	42%	41%	19%	37%	33%	12%
Basic	14%	33%	29%	12%	38%	41%	11%	34%	24%
Below Basic	4%	18%	31%	1%	8%	28%	5%	18%	43%
Far Below Basic	0%	2%	13%	0%	3%	9%	0%	4%	18%

Geometry	2007			2008			2009		
	9th	10th	11th	9th	10th	11th	9th	10th	11th
Students Tested	231	165	66	284	143	72	243	136	55
Advanced	13%	4%	2%	20%	3%	4%	11%	2%	5%
Proficient	46%	29%	11%	43%	19%	4%	45%	21%	7%
Basic	32%	32%	21%	24%	39%	29%	28%	39%	25%
Below Basic	8%	31%	56%	12%	37%	53%	15%	35%	44%
Far Below Basic	1%	4%	11%	1%	1%	10%	1%	2%	18%

World History and US History CST data reflect an increase in the percent of students at an *advanced* level and a decrease in students at the *basic* level.

Science CST scores (available in the appendix) have improved since 2006. The CST Science test, administered to 10th grade students as part of NCLB, shows improvement for the past four years to 81% of students performing at a level of *proficient or above*. Physics students, while a small population, maintain 62% tested at the *advanced* level. 9th grade Biology and 10th grade Chemistry scores show steady improvement. Integrated Science CST scores increased for 11th graders since 2007 and declined for 10th graders between 2008 and 2009.

According to CST data from 2006 to 2009, the Asian subgroup continues to consistently perform above the school average in all CST areas with consistent performance or growth in each area. The Hispanic/Latino subgroup performance on the ELA has continually increased since 2007 and was consistent with the school average scores. The White and Hispanic/Latino subgroups are consistent with or slightly lower than CST scores for all students in most CST areas. The African American subgroup shows improved scores in ELA since 2006. Other CST data for this group of students is difficult to compare longitudinally as no data is often available due to numerical insignificance.

CAHSEE

97% of DBHS students passed the CAHSEE in 2009. 97% of students passed the English Language Arts test and 99% passed the Mathematics test. Both the Math and ELA pass rates increased in 2009 school wide. Subgroup data indicates improvement for African American, Hispanic/Latino, White and Socio-Economically Disadvantaged students for both Math and ELA since 2007. English Learner student scores improved significantly for ELA in 2009. Disaggregation of scores by gender shows a 3% difference in performance for ELA and no significant performance difference for Math in 2009.

In anticipation of the CAHSEE the following year, 9th grade students take a CAHSEE practice test in the Spring. Prior to the Spring administration of the CAHSEE 10th grade English and Mathematics teachers utilize state provided test preparation books to help prepare their students. EL students have the opportunity to participate in a CAHSEE test preparation course for two

weeks after school before the exam. As part of the course students are provided with a Baron's CAHSEE review book. For any students who do not pass the CAHSEE Math or ELA examinations there are support opportunities available, including test preparation and remediation classes offered after school.

AYP

DBHS has met Adequate Yearly Progress (AYP) criteria every year since the last WASC full self-study in 2004.

CELDT

Annual state assessment data from the California English Language Development Test (CELDT) reports 207 students have been identified as English Learners (EL). This is 6.4% of the school population. The EL student population has remained consistent since 2007.

In 2008 a new CELDT test was administered, which invalidated comparison of 2008 and beyond with previous years. Based on the CELDT data from 2006 to 2007 the percentage of students at the Advanced and Early Advanced levels both decreased by 9%. Students at Intermediate, Early Intermediate and Beginning levels all increased. Between 2006 and 2007 the total EL population decreased. Since the EL population is quite small, a few students can significantly impact the percentages. Comparison of CELDT scores between 2008 and 2009 show no significant increase or decrease in student performance.

CELDT Results				
	2008		2009	
	#	%	#	%
Advanced	30	17%	30	18%
Early Advanced	67	39%	63	38%
Intermediate	54	31%	51	31%
Early Intermediate	18	10%	17	10%
Beginning	5	3%	4	2%
Total Students	165	--	165	--

SAT and ACT

On average, DBHS students consistently perform above the state average for the SAT and ACT tests. Student ACT and SAT scores have remained stable.

SAT Result 2006-2009				
	2006	2007	2008	2009
# Tested	683	693	655	670
DBHS Mean	1681	1659	1716	1683
CA Mean	1506	1595	1500	1511

ACT Results 2006-2009				
	2006	2007	2008	2009
# Tested	50	50	111	195
DBHS Mean	25.0	24.4	26.9	25.9
CA Mean	21.6	21.6	22.2	22.2

AP Test Results

Students can select from 25 Advanced Placement courses. The number of students enrolled in AP courses and taking the AP tests has increased steadily. AP students have maintained a pass rate of approximately 81-82% for the past four years. In 2009, 990 students took 1,939 tests with 1604 (82%) of those tests scored at a passing score of 3 or better.

Advanced Placement				
	2006	2007	2008	2009
Test Takers	962	1026	949	990
Exams Taken	1776	1948	1793	1939
Exams Passed	1459	1581	1457	1604
% Exams Passed	82.1%	81.6%	81.3%	82.7%

International Baccalaureate (IB)

The International Baccalaureate Diploma Program is a demanding course of study that is designed for highly motivated secondary school students aged 16 to 19, but provides benefits to all students in an IB World School. The program is motivated by an idealistic vision that students all over the world can share an academic experience that would emphasize critical thinking, intercultural understanding, and exposure to a variety of points of view.

To earn an IB diploma, students must complete courses in 6 academic subjects, one from each IB subject group (literature, foreign language, social science, natural science, mathematics, and the arts or an elective). They must also complete the core elements of the extended essay, a 4000-word personal research paper; the Theory of Knowledge, a senior seminar course; and CAS, an extra-curricular requirement that involves service, athletics, and the arts. All IB work is done during the students' junior and senior years.

International Baccalaureate (IB)				
Enrollment	2007	2008	2009	2010
9 th Grade	158	175	185	187
10 th Grade	122	122	128	160
11 th Grade	26	28	32	26
12 th Grade	26	26	26	23
Total	332	351	371	396
IB Diploma Candidates	26	26	23	23

IB Diplomas Awarded	24	26	24	--
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UC a-g

One of DBHS's goals is to make sure the students are prepared for a post secondary education. This is accomplished by ensuring that all of the students have access to the UC/CSU A-G courses. Diamond Bar students complete the UC/CSU requirements at double the state average. In 2008, 73% of the graduating class completed the requirements. The Asian subgroup typically completes these requirements at a significantly higher rate than the rest of the school, averaging 94% over the last two reporting years. An average of 5% more females than males completed the requirements over the last two years. The African American, Hispanic/Latino, and White subgroups average 50% completion rates.

UC/CSU a-g Course Completion				
	2006	2007	2008	
Diamond Bar High School	75.3%	73.5%	73.0%	
Walnut Valley Unified	64.9%	n/a	n/a	
California	36.1%	35.5%	33.9%	

D's and F's

The numbers indicated in the table are indicative of the total number of Ds and Fs, not the number of students with Ds and Fs, which would be significantly smaller.

The total number of Fs declined from 2008 to 2009. The total number of Ds and Fs for African American, Hispanic/Latino, and White students decreased from 2008 to 2009.

Comparisons of Ds and Fs between Fall and Spring semesters of the same academic year reflect an increase in the total number of Ds and Fs for all subgroup populations in the Spring.

Significant Findings/Pertinent Items

- Availability of specialized programs; International Baccalaureate, Partnership Academy, Advanced Placement, etc.
- School racial diversity
- Instructional leadership structure utilizing Grade Level Coordinators and Instructional Deans.
- High level of parent education
- High percentage of completion of UC a-g requirements.
- Variety of extra-curricular activities and interscholastic sports
- High level of student achievement based upon schoolwide API results, CST's, and CASHEE pass rate.
- Level of parent education

- Parent involvement with the Magnificent 7
- High percentage of students graduating
- Discrepancy in performance levels when comparing the Asian subgroup with other subgroups—achievement gap.
- Lack of follow-up data on students who have graduated

Chapter II: Progress Report

Since the last self-study:

- Comments on the school's major changes and follow-up process.
- Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.

Significant Developments

Several significant changes have occurred at DBHS in the past six years. Following are the changes that have had the most impact on the students and their educational experience:

Recognition: Diamond Bar High School received the following honors

- 2005-California Distinguished School.
- In 2004 and in 2006, AP Calculus program the number 1 program in the world by the College Board.
- In 2008 the Siemens Award for excellence in Advanced Placement Math, Science and Technology.
- In 2009 a Grammy Signature School for the outstanding commitment to music education.

Professional Development

- There are continuous training opportunities offered for professional development in DataDirector and Aeries SIS.
- There are continuous training opportunities offered for professional development in teacher website maintenance.
- Teachers from all subject areas have opportunities to attend trainings in the Jane Shaffer method of writing.
- Peer Assistance Review (PAR) funds have been made available for teachers who are new to an assignment to observe their colleagues for examples of exemplary teaching, use of effective classroom management, and student engagement strategies.
- In Fall 2009 the district began its "Push-In" Model, in which Walnut Valley teachers design and present professional development workshops.

Time for Collaborative Planning

- 10 Late Start Days are utilized to continue implementing the Professional Learning Community (PLC) model for collaboration.

Academic Improvement Process

- A new counselor position, Intervention Counselor, has been created to coordinate student intervention.
- There has been a concerted effort to increase reading and writing across the curriculum.
- Implementation of The Accelerated Reading (AR) program.

- The **Brahma Tech Academy** began in 2006. Brahma Tech is a curriculum-driven academic diploma program with an emphasis on the applications of technology in the real world. The goal is to accommodate the growing importance of technology in society by equipping the students with a competent set of technical skills in various vocations
- The **Performing Arts Academy** began in Fall 2007. The Performing Arts Academy provides students with an interest in the performing arts experiences that will better guide them in the professional world.
- Diamond Bar High School graduated its first IB class in 2005, with 14 diplomas awarded. In 2009 24 diplomas were awarded.
- The first Instructional Technology (IT) Campaign took place in the Spring 2006. This successful technology fundraiser resulted in just over \$30,000 in funds for technology at the school site.

Connections

- DBHS established the Link Crew in 2004.
- DBHS began the Bridge Program in Summer 2007 as an intervention program for incoming freshmen students who are deemed “at-risk.”
- The collective parent organization previously known as the “Five Families” has expanded to the “Magnificent Seven” with the addition of two new parent organizations, Hispanic Organization for Parents and Education (HOPE) and Parents of India and Neighboring Countries (PINC).

Action Plan Implementation

The Diamond Bar High School 2004 self-study process generated an action plan focused on two areas of growth with subsets for each goal. The leadership team consisting of the Principal, Assistant Principal, four Instructional Deans, and nine Grade Level Coordinators is primarily responsible for ensuring that the school-wide action plan is implemented. During weekly meetings, members of the leadership team report on school-wide matters and issues which include relative progress on the action plan as well as factors that have impeded or may potentially impede progress. Teachers meet in Professional Learning Communities (PLCs) throughout the year on the late start days. Teachers update progress on the action plan by curricular area. These updates are forwarded to the Instructional Deans for regular monitoring of the action plan. The leadership team then continues to monitor and adjust the action plan as the needs of the school change.

Goal #1 Diamond Bar High School is committed to closing the achievement gap so that all students may succeed.

- DBHS continues to improve academic intervention programs to raise achievement of all subgroups.

Students in need of intervention and additional support to achieve academic success are identified using a variety of methods. Administrators, Grade Level Coordinators (GLCs), and teachers identify at-risk students using reports generated through Data Director, which replaced the previous program, EduSoft. These reports are based on results from the California High School Exit Exam (CAHSEE), California Standards Tests (CSTs) and

curricular benchmark exams. All departments offer tutoring throughout the week, whether before school, after school, or during lunch. There are specialized tutoring activities that focus on specific academic skills such as math, chemistry, history, and CAHSEE preparation. In order to provide an intervention option within the school day we have developed the "Intervention Room." The Intervention Room is equipped with 24 computers that have access to "Skills Tutor," a web based remediation program for English, Math and Science. The lessons for the Intervention Room have been created based on California State Content Standards and Benchmarks. Students are identified and referred to the Intervention program by classroom teachers.

Afterschool preparation/remediation courses are offered to prepare students for the CAHSEE in both Mathematics and English/Language Arts. All curricular groups utilize Data Director to generate benchmark exams in order to monitor student mastery of standards. Late start days have given all teachers opportunities to collaborate in their Professional Learning Communities (PLCs) to develop these exams. The PLC groups have also provided an opportunity for teachers to analyze the data generated by benchmark exams and discuss methods of improving their curriculum and instructional strategies to better meet the needs of all students.

- Implementation of programs to increase reading and writing across the curriculum.

There is cross-curricular articulation between History/English, as well as across other departments.

Sophomore English and History teachers have shaped writing and research assignments into a unit, which explores the connections between the novel *Animal Farm* and the Russian Revolution.

Theory of Knowledge (TOK), an International Baccalaureate (IB) class, is currently working with English and Drama teachers to develop curriculum.

Departments have developed writing rubrics specific to their discipline.

To support writing across the curriculum teachers from all departments attended a two day writing seminar led by Jane Schaeffer in an effort to align writing instruction and expectations. The Jane Schaeffer Writing Program has allowed teachers to use similar language in all of their classes when developing rubrics for written assignments.

DBHS has implemented a school-wide reading intervention program.

The Accelerated Reader (AR) program is used to assess student-reading level, offer specific novels and instructional strategies for student success, and track student reading ability through a series of ongoing assessments.

Reading intervention is available for 9-12th grade students through the intervention room

- Enhance support of all students to increase atmosphere of trust and connection to the school. DBHS has several "Peer Support Systems that include the Link Crew program for incoming freshman,

DBHS has several "Peer Support Systems" that include the Link Crew program for incoming freshman, the various academics allow students to select and emphasis of study during their high school careers, helping them to become connected to a small learning community. The Grade Level Coordinators (GLC) system enables each student and their parents to have a

consistent contact and resource for their entire high school career. The DBHS staff is caring and available with a majority of the faculty serving as club advisors, class advisors, or coaches. GLCs and the school psychologist are available for students; teachers may refer students to these services.

Peer counselors offer another resource for students in need of someone to talk with. Peer counselors maintain frequent contact with each staff member as a means of encouraging referrals.

The Bridge Program establishes a support system for incoming 9th grade students the summer before school begins in order to ease the transition between middle and high school for students at academic risk.

The DB forum, a student run intervention program, has been successful at encouraging students to make the right decisions.

- Parents are involved with the school through a variety of parent groups.

Collectively, DBHS's parent groups are known as the Magnificent Seven. They include the Brahma Foundation, Brahma Boosters, Chinese American Parent Association (CAPA), Council of African American Parents (CAAP), and Korean American Parent Association (KAPA), Hispanic Organization of Parents and Education (HOPE), and Parents of India and Neighboring Countries (PINC).

There is a monthly Magnificent Seven meeting between the principal and other school leaders and a leader from each of the seven parent groups.

There is an induction process for transfer students in order to integrate them into the school academic programs and culture.

- DBHS will support and expand standards based instruction.

1 DBHS teachers have created and are using comprehensive course descriptions aligned with state standards. This has led to the implementation of a pacing guide that allows teachers to incorporate all of the required state standards into their course curriculum.

Late start time is allocated for the staff to collaborate in the Professional Learning Communities (PCLs), which have been established as curricular teams. Other release dates are provided to teachers for cross-curricular articulation and vertical articulation at the district level.

Teachers in all departments work in their PCLs to develop benchmark exams based on state adopted academic content standards.

- Integration of ESLRs into the curriculum

The school's ESLRs are posted in every classroom so students can see the connection between the ESLRs and the content standards. Most departments have developed lessons that are directly related to student attainment of the ESLRs.

While the ESLRs are an integral part of the curriculum, it has been agreed that there are no objective means in which to quantify attainment of the ESLRs. Seniors complete ESLR reflective assignments prior to graduation.

As part of the 12th grade English curriculum, students are required to prepare Personal Statements. These reflections require students to relate ESLRs to studies and to connect ESLRs to the concepts and ideas taught throughout their high school career.

Goal #2 Diamond Bar High School will enhance stakeholder's connections to the school.

- Support, expand, and maintain “E-Communications” with regards to web site, email to parents, and an alert system for emergencies.

A new Student Information System (SIS), eSchool, was adopted in Fall 2005. However, the system did not meet the needs of the district. In Fall 2007 we adopted the current SIS, AERIES. Teachers can access this system from home using secure key fobs. Students and parents will be able to access to this system in Fall 2010.

Faculty utilizes e-mail, voicemail, and the ConnectEd alert system to communicate with parents and personnel throughout the district. All teachers have access to update their own web pages.

The Technology Coordinator regularly updates the school homepage with information provided by stakeholders. Some of the sub pages are directly maintained by other stakeholders. Input is regularly solicited from staff regarding technological use and needs in order to provide appropriate technological support.

Technology is continuously updated as well as maintained.

DBHS has monitored and improved the use of the new phone and data system.

Instructional Deans ensure that teachers check their mail and voice mail.

Improvements have included the addition of online Individualized Education Plans (IEPs), Blackboard, teacher websites, online attendance and student information, and Data Director.

DBHS has in incoming phone system that includes voice mail to teachers, caller ID, conference calls, call by name directory, and speaker phone. Connect-Ed is being used for emergency alerts, general announcements to parents about upcoming activities, update campus security issues, and customize notification lists.

During the 2003-2004 school year, a centralized cable video network was installed throughout the school. Modernization plans will enhance this system.

The emergency alert system utilizes the public address system, phone system, school e-mail, video system, and bells.

- Expand communication with off campus stakeholders: district, middle schools, and local colleges.

Local college and community resources are used to enhance educational opportunities for all students. The Pathways academy matriculated with CSU Fullerton and Fullerton Junior College Digital Video Production classes. The campus career center organizes visits from a variety of colleges and secondary training institutions. Students may attend a college fair and application and financial aid workshops. A District College Fair is held in conjunction with

Walnut High School and alternates sites each fall. Financial Aid Workshops are offered to students and parents yearly through various parent groups and the school.

Diamond Bar High School articulates with other schools in the district to enhance educational experiences and connections. The Jane Schaffer Writing Workshop and Special Education Workshops provided collaboration opportunities for educators at the high school level. The Instructional Deans and Grade Level Coordinators visit the middle schools midyear to help with freshman matriculation. The United Student Body (USB) organizes an Eighth Grade Orientation in addition to Eighth Grade Parent Orientation. On two evenings in February, a team of staff members that includes the Principal, Instructional Deans, the IB Coordinator, the Brahma Tech Coordinator, the Performing Arts Academy Coordinator, and teachers, visit each middle school and meet with all interested students and their parents to outline the features and attributes of these specialized programs. The Intervention Counselor and freshmen GLC's work with 8th grade SSRA's to populate The Bridge Program. Language and mathematics teachers communicate and collaborate regularly with South Pointe and Chaparral Middle Schools and Walnut High School teachers.

- **Revise DBHS' vision statement.**

Various members of the staff articulated to determine the fundamental and core values at DBHS. The underlying foundation of Diamond Bar High School is based on excelling equally on what we call the "Four A's": Academics, Activities, Fine and Performing Arts, and Athletics. The new vision statement was presented to the staff for approval and published on the school website. The new vision statement for Diamond Bar High School is:

Diamond Bar High School will be a premier school committed to the intellectual, physical and social development of every student. Diamond Bar will value the four "A's" of Academics, Athletics, Arts and Activities so that each student will experience a personalized educational program selected from a rigorous, rich and varied curriculum. Diamond Bar will be a community where every student's cultural heritage enriches the learning experience for all students. Students will be challenged to discover their unique gifts and talents; staff members will support every student in realizing his or her potential. Working in partnership with parents and the community the Diamond Bar High School staff will provide learning opportunities that reach beyond the boundaries of the classroom and ensure every student a chance for success in college and career, and as citizens and leaders of the 21st century.

Chapter III: Self-Study Process

- Diamond Bar High Schools expected schoolwide learning results (ESLRs).

Graduating Brahmas are:

Global Citizens

- sensitive to and respectful of the diversity of others
- aware of political, economic, social, environmental, and ethical issues
- able to responsibly apply knowledge and experience with a global perspective

Effective Communicators

- ethically using technology to facilitate information exchange
- listening, speaking, reading, and writing for a variety of purposes
- utilizing interpersonal, collaborative, and leadership skills

Creative Critical Thinkers

- solving problems in an analytical and creative manner
- demonstrating integrity through ethical decision making processes
- developing and appreciation for the arts and sciences

Responsible Life Longer Learners

- striving for personal wellness
- using self-directed, goal-setting strategies to create a positive vision for themselves
- organizing and managing time effectively



1. The involvement and collaboration of all staff and other stakeholders to support student achievement.

Diamond Bar High School involved all of the stakeholders in the school self study that reflects the school's commitment to providing an educational program that supports student learning leading to a high school diploma and preparing for college. Focus groups included parents, students, and certificated and classified staff. The school used two late start days per month to conduct staff and stakeholder meetings. The staff organized themselves into Professional Learning Communities (PLCs) that facilitated the discussions centering on student performance and how school programs could be improved to continue offering such a varied and successful academic program centered on academic content standards.

Any revision of schoolwide initiatives such as ESLR revision and the development of the new Vision statement has been reviewed by, and approved by all stakeholder groups. The school has develop a process to include all stakeholders in the decision making process. There are seven parent organizations that are very involved embraced by the school and have the opportunity to review and comment on many aspects of the schools programs.

2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards.

Prior to the last accreditation visit in 2004, DBHS reviewed the ESLRs and refined them into the current four which were more concise and meaningful for the school as a guide for student outcomes. The ESLRs underwent a revision for the '09-'10 school year. School leadership, certificated, and classified staff were involved in the process. Then, ESLRs were submitted for review to students in the House of Representatives, a meeting of representatives from every student organization on campus. Also, the new ESLRs were presented to all parent organizations for input. Parent participation in one of the seven parent organizations provides an opportunity for involvement in the review and revision of the ESLRs. All stakeholders had the opportunity to discuss the school ESLRs in reference to the relevancy and applicability to the students at Diamond Bar High School. Every classroom has a copy of the ESLRs posted along with standard of the day so that students can see the connection between DBHS's vision and curriculum.

The ESLRs are an integral part of the curriculum and the staff has made an effort to highlight the four ESLRs in the daily lessons and overall curriculum planning. There is an attempt to have student relate ESLRs to their studies and to connect ESLRs to the concepts and ideas taught throughout their high school career. The school has not found any reliable means in which to quantify attainment of the ESLRs since they are overarching and broad concepts and they are geared more towards the student's future rather than the present.

3. The gathering and analyzing of data about students and student achievement

Diamond Bar High School uses a variety of professionally acceptable assessments and utilizes the results of these assessments to steer the academic programs that are offered on campus. Annual Quantitative data generated through the State is organized and disaggregated for evaluation by the DBHS leadership. This data included STAR, CST's,

CAHSEE, CELDT, and API. At the beginning of each academic year, DBHS leadership disaggregates the data and reports it first to the staff in general, then in individual departments where results are broken down even further to reflect students performance in all academic areas. The results are also communicated to parents and students to assist them in guiding their high school career.

Local assessment processes in all content areas include a variety of formative and summative assessments, including but not limited to benchmark examinations that utilize DataDirector. Formative assessments are used to evaluate student understanding of content for the purposes of modifying instruction and re-teaching if necessary. Formative assessments in all areas include informal checks for understanding and quizzes. Summative assessments, including benchmark examinations are used to evaluate student proficiency with the content standards. Summative assessments in all content areas include tests, final examinations and projects.

The school conducted surveys of students, parents, and staff for process and perception data to assist the Leadership Team in determining long range plans for student academic improvement.

4. The assessment of the entire school program and its impact on student learning in relation to expected schoolwide learning results, academic standards and WASC/CDE criteria

Diamond Bar High School has formed Professional Learning Communities (PCLs) that are a result of the WASC Focus Groups. DBHS utilizes two late start days per month to that facilitated the discussions in PCLs centering on student performance in relation to the WASC criteria, ESLRs, and academic content standards to determine if the programs offered by the school were meeting the academic needs of their students. In these PCLs, teachers analyze the data and discuss best approaches to address particular needs for students in relations to standards.

The school collaborates with parents in analyzing and addressing student needs based on assessment data from state mandated tests as well as school-based benchmark exams.

By assessing student achievement using a variety of resources, the school is able to develop and deliver instruction to increase the achievement of all students.

5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan

The school has identified two areas of need and incorporated them into the schoolwide action plan. These areas were identified by the leadership team from the school data compiled for the last three years. The data examined were state mandated tests that included the CHSEE and CST and district formative and summative assessments for all academic areas that are aligned to the California academic content standards. The school also evaluated its programs in relation to the WASC/CDE criteria. The leadership team examined schoolwide data as well as disaggregated data to more closely examine the achievement level of the significant subgroups in core academic standards and attainment of the ESLRs.

The goals of the Schoolwide Action Plan are:

Goal #1 Continue to Support Academic Achievement

DBHS is committed to supporting academic achievement for all students.

The school is committed to the success of all students, and the discrepancies in student performance data present a concern to school stakeholders. DBHS will strive to ensure that all of our students have the opportunity to succeed.

Goal #2 Enhance utilization of communications technology by all stakeholders

In an effort to ensure all stakeholders have equal access to resources DBHS will expand communications technology and improve utilization of existing technology.

In a climate of technology and instant information access DBHS is committed to meeting the informational needs of all stakeholders in order to support student success.

For each identified area of improvement Diamond Bar High School has identified Growth Targets. Diamond Bar High School has developed a system of monitoring the accomplishment of the plan that has methods of assessment that Diamond Bar High School believes will determine if the goals of the Action Plan are being accomplished. The school believes it has the support of the entire school community and it can accomplish these two goals of the action plan.

Chapter IV: Quality of the School's Program

Part A: What Currently Exists

Based on the self-study and Visiting Committee findings, for each criterion in the following categories:

- A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
- B. Standards-Based Student Learning: Curriculum
- C. Standards-Based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

- A1. To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research, and the belief that all students can achieve at high levels?**

Diamond Bar High School's vision statement was updated prior to the 2007 mid-term visit in order to reflect changes in the school's community and formally renew the commitment to ensuring high achievement for every student. The premise that "every student's cultural heritage enriches the learning experience for all students" arises from the school's diverse population. The involvement of the diverse parent/community groups, "The Magnificent Seven", in supporting the educational program at DBHS provides students, staff and community a working model of collaboration for the benefit of all the students at DBHS.

DBHS's commitment to providing a "personalized educational program" featuring academics, athletics, arts, and activities is evident in the variety of opportunities available to students. Student performance data demonstrate that DBHS students achieve at high levels. Over 83% of parents surveyed are aware of DBHS's vision statement and agree that it guides their students' education.

To what extent is the school's purpose supported by the governing board and the central administration and further by expected schoolwide learning results and the academic standards?

The school's purpose is supported by the governing board and central administration. Governing board policy ensures that the school's vision statement is consistent with the district's philosophy and is subject to review. The Board and Superintendent meet annually with the principal to establish school wide goals. These goals are communicated to the school community by the principal. The principal and administrative team meet mid-year with the Board and Superintendent to review the school's progress toward the annual goals.

School leadership, certificated, and classified staff updated the ESLRs which are supported by the governing board and the central administration. Some teachers have created opportunities for students to demonstrate achievement of the schoolwide expected learning results.

A2. To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school?

Walnut Valley Unified School District's (WVUSD) governing board has clearly established standards of excellence for student performance. These goals are reviewed bi-annually with the principal who communicates these goals to the school community through meetings with the instructional deans, as well as with parent support groups like the "Magnificent Seven". DBHS's instructional program is supported by the District through grant writing, pupil services in attendance and discipline, psychological services, ELL support services, teacher professional development and conference attendance, instructional development, curriculum committees and assessment support provided by a coordinator. DBHS's instructional programs are enhanced by the district's support of the curricular and co curricular enrichment programs, and student support services.

To what extent does the governing board delegate implementation of these policies to the professional staff?

The governing board delegates the implementation of district and state policies to the superintendant and the WVUSD leadership. The WVUSD leadership communicates the board policies to the principal.

To what extent does the governing board regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?

The governing board regularly monitors assessment results through board presentations and regular correspondence. The Board and Superintendent meet annually with the principal to establish school wide goals. These goals are communicated with the school community by the principal. The principal and administrative team meet mid-year with the Board and Superintendent to review the school's progress towards the annual goals. The governing board and WVUSD leadership are highly visible on campus and demonstrate a true interest in student achievement at DBHS. Periodic visits by governing board members as well as the Superintendent and/or designees allow for the opportunity to observe that WVUSD's goals and comprehensive plans are being implemented in the classroom.

A3. To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

Student assessment data from the previous academic year is analyzed and discussed on the staff development days preceding the beginning of the year. Some instructional planning is carried out in response to statewide assessments as well as site based summative assessments. Planning is coordinated and reviewed by instructional deans. A comprehensive intervention program, counselor, and computer lab are made available to students who are not making positive academic progress as identified by student grades. Assessment results are made available to all shareholders by way of the California Department of Education.

To what extent do the school leadership and staff annually monitor and refine the single school wide action plan based on analysis of data to ensure alignment with student needs?

DBHS administration plans and organizes ten “late start” days per academic year. These are utilized for review of student achievement data, evaluation of progress and instructional practices. On these days the PLCs review and modify the curriculum, and its correlation with the standards and ESLRs.

A4. To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

Diamond Bar High School’s 127 teachers are fully credentialed and CLAD certified. 99% of the courses are taught by teachers who are designated NCLB Highly Qualified. Since 2001, 51 teachers have completed the Beginning Teacher Support and Assessment (BTSA) program, and there are many BTSA support providers at DBHS.

Orientation for first year DBHS teachers is provided before the school year begins by school leadership. Instructional deans solicit the help of experienced teachers to provide support for new DBHS teachers. This “buddy system” creates a supportive atmosphere for teachers. Beginning teachers receive BTSA support from the district.

Teachers agree they are provided with opportunities for professional development and most have recently attended some type of professional development focused on research-based instructional strategies. Teachers are able to share best practices with their PLCs.

A5. To what extent are leadership and staff involved in ongoing professional development that focuses on identified student learning needs?

The leadership and staff are involved in ongoing professional development during their ten "Late Start" days, attending professional conferences and participation in online courses and workshops. Staff members engage in professional development focused on curriculum development and instructional strategies with their PLC. Prior to the start of school and midyear the staff meets for professional development. The district has adopted a "push in" model for staff development in which on site staff expertise is utilized to train fellow faculty members. DBHS's leadership team participates in AB430 professional development to continue program development that meets the needs of all students. The site utilizes PAR funding to allow teachers to observe and meet with colleagues. Certificated and counseling staff have attended workshops targeting the needs of "at-risk" and "hard to reach" students.

A6. To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results

The school appropriately utilizes the human, material, physical and financial resources at its disposal. The principal meets with the instructional deans to plan the utilization of resources available to the school to improve student achievement of the academic standards.

Human Resources

The District staffs DBHS at a ratio of 29.5 students to 1 teacher. The school's 127 teachers are NCLB compliant. There are nine district funded GLCs and one grant funded intervention counselor.

Six full-time Instructional Aides and two one-on-one aides assist the Special Education students. There are four part-time instructional aides to assist EL students. DBHS currently has a plant operations manager as well as nine full-time custodial staff. It has four full-time security supervisors that are specific to the site and one district security officer.

Physical Resources

All of the DBHS buildings have been built to comply with Federal Disabilities Acts. Due to the recent passage of a local bond, \$40,000,000 has been made available for improvements to the DBHS physical plant.

- The football field and track were replaced with artificial turf and a state-of-the art running surface.
- A new aquatic and fitness centers and locker room facility are planned.

- New math building will be built.
- Audio/visual components in classrooms will be upgraded.
- Classroom modernization plans and funding are in place to enhance technology in each classroom.
- Expand the existing four computer labs for classroom use which includes one in the Library and Information Networked Center (LINC) where 40 computers are available to students at any time during the school day.

All teachers have access to LCD projectors while 23 classrooms have a ceiling-mounted LCD projector and integrated audio capabilities.

Financial Resources

DBHS receives categorical funding for many of its programs. Funds for SDAIE, EL, Economic Impact Assistance/English Learner (EIA/EL), Title III, and Tobacco Use Prevention Education are made available to the school. The Principal oversees the general fund and allocation of monies to Instructional Deans who provide materials for their individual teachers and programs.

Funds to meet student needs are supplemented by our Brahma Boosters, the Brahma Foundation, and other parent organizations. Brahma Boosters provide student groups weekly opportunities to earn funds for their programs. The Foundation meets once a month to address requests for project funding. Several cultural parent groups hold annual fund raising events to support technological acquisitions and enhancements. The USB regularly supports student activities and projects. All USB funds are subject to an annual audit by an outside agency as well as periodic audits by the district.

Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources:

- Late start days allow for PLCs to evaluate student academic achievement.
- Good communication between the Governing Board, District Leadership, Principal and school community.
- Highly qualified staff.
- Utilization of available resources.
- Strong commitment for high student achievement
- Effective site leadership model

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources:

- Correlate the ESLRs with standards.
- Fully implement the “push in” professional development model.
- Ensure instructional resources are up-to-date and available.
- Expand use of technology to facilitate school/teacher communication with parents. (i.e. Parent/Student Portal)

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Interviews and conferences with all stakeholder groups during the visit
- Meetings with leadership team and Focus Groups
- Observation of instruction
- Observation of student work and participation
- Evaluation of the self-study
- Examination of results of student, staff, and parent surveys
- Discussion with leadership and stakeholders concerning the action plan

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM**B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results?**

Curriculum at DBHS is rigorous and standards-based and aligns with the California State Content Standards. The school emphasizes a college preparatory curriculum, offering honors level, Advanced Placement, and International Baccalaureate classes. All students have access to UC/CSU a-g courses. In 2008, 73% of the graduating class completed the UC/CSU a-g requirements. Many teachers post the content standards they are teaching on a daily basis, and use standards based materials. Special Education students are placed in the least restrictive environment and sheltered core classes are available for English Language Learners to ensure access to the most rigorous curriculum possible. English Language Learners in sheltered classes use many of the same materials used in non-sheltered core classes. A few departments use standards based benchmark assessments to demonstrate mastery, as well as a wide variety of other assessments. The school has a more open access policy to Honors level and AP classes than it has had historically. Curriculum has been aligned vertically within the high school and between the high school and feeder schools. CAHSEE and CST results support the use of standards based curriculum. Students who were interviewed felt they were being academically challenged in most of their classrooms. Most students surveyed state that teachers clearly communicate learning goals.

The staff examines student performance data on a schoolwide, grade, and an individual basis. Schoolwide data from the CSTs and CAHSEE are analyzed for trends and subgroup comparison. Within some departments, course benchmark assessments are used and analyzed through the use of Data Director. The Social Science department gives a benchmark

assessment every six weeks. In Chemistry and Biology common benchmarks are given twice a year. Algebra and Geometry teachers give a common formative assessment every two to three weeks as well as common unit tests. The PLC process enables teachers to examine assessment results and what and how they teach. Data Director allows individual teachers to see their students' standardized test scores and scores on benchmark assessments. Awareness of test results and grade distributions has led and continues to lead to curricular revisions. GLC's use individual student data for placement.

Many teachers use research based instructional strategies. English Language Arts, Social Science, Math, Foreign Language and Science teachers have been trained in the Jane Shaffer Writing Model. This has provided teachers with a common language to use when discussing writing with students and has increased the amount of writing in Science and Social Science classrooms. Collaborative work groups are used in some classrooms on a regular basis and evidence of collaborative projects was prevalent in many rooms. "Compare and contrast" and other critical thinking activities were observed in some classrooms. IB and pre-IB teachers have been IB trained and use IB rubrics. AP teachers receive AP training and use AP rubrics. Teachers grade AP exams to gain insight into what their students need to learn. English and World History teachers have also developed a few cross-curricular projects.

Technology is used to enhance and expand curriculum in many departments. Student computers and computer labs allow teachers to use programs appropriate to their subject area and to use simulations which visually demonstrate complex concepts. LCD projectors are used in many classrooms to transmit information and provide visuals images. Video clips, power point presentations and student presentations are common uses of the LCD. Graphing calculators connected to projectors are used in math classrooms. Touch Point technology is used by both history and Special Education teachers to obtain immediate feedback and promote student understanding and mastery. Video production classes use Final Cut Pro, a state of the art editing program, as well as green screen technology and video cameras to produce broadcasts. Document cameras are currently being used in some sheltered classrooms. CTE courses use computers and software such as Java, Visual Basic, Office 2007, Adobe Creative Suites, Microtype and AutoCAD LT 2010.

- **To what extent are the expected schoolwide learning results accomplished through standards-based learning (i.e., what is taught and how it is taught)?**

The expected schoolwide learning results are addressed through the curriculum. Teachers in all curricular areas create lessons and projects that develop communication skills, promote critical thinking, and promote global citizenship. Students in math classrooms and science labs continuously work with critical thinking skills. Science teachers assign projects that address all school-wide learning results. Biology teachers include lessons on nutrition, anatomy and physiology that encourage responsible choices and life-long learning. The energy unit in Chemistry promotes global citizenship. Physics classes investigate and explain problems, addressing critical thinking, effective communication, and global citizenship. Social Science activities like the Mock Congress develop critical thing and effective communication. Foreign Language students are taught to write to a variety of audiences. Effective communication and global citizenship are developed through many co-curricular activities and clubs.

B2. To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

All students and their parents meet with the GLCs at the beginning of each school year to update their four-year plan, discuss the current year's classes and any other matters that pertain to the grade level they are about to enter. The GLCs meet with the students in their English classes in the fall to outline due process and conduct expectations. GLCs meet with students at least twice during the year specifically for academic planning. Students in grades 9 and 10 meet with GLCs to work on career portfolios. Work on portfolios continues through 11 and 12 grades in English classes. Specialized programs provide additional career counseling/exploration.

All students have access to the school's entire program. Information, encouragement, and support are provided to all students so they can meet their personal and academic goals. Students wanting to access a more rigorous program are encouraged to do so, and supports are in place to help them do so.

B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

DBHS has an excellent record of graduating its students as data shows that 99% of students graduate. There is a firm commitment to monitoring and supporting students throughout their four years in high school. There is positive and frequent communication among DBHS staff, students, and parents regarding student progress.

Initial pass rates for the CAHSEE range from 95-97 % for both English and Math. Specialized review sessions are in place to help prepare students for the CAHSEE: preparation exams are given to all freshmen during the spring, and intervention courses are offered two weeks prior to each exam date specifically geared to either EL students, Special Ed students, or the general education students.

GLCs help students develop an individualized 4-year academic plan leading to graduation and meet with the students to update it at the beginning of each school year. Graduation checks are also reviewed every year at registration. Opportunities for remediation exist through Adult Education and summer school. For those students who must make up credits Adult Ed courses offered as well as Summer School. Those students who are in danger of failing are offered afterschool tutoring or other appropriate interventions.

Teachers communicate with parents through e-mail and phone calls. Special focus is given to incoming freshman to help them get connected to the school and begin their high school experience in a positive way.

Areas of strength for Standards-Based Student Learning: Curriculum that need to be addressed to ensure quality education for all students.

- Curriculum is rigorous and aligned with the California State Content Standards.
- Special attention is paid to vertically aligned curriculum between and within the middle schools and the high school.
- Teachers create lessons and projects that produce desired expected school-wide learning results.
- The school offers a variety of programs to meet the needs of all students.
- All students are supported in the development of a four- year academic plan.

Key issues for Standards-Based Student Learning: Curriculum that need to be addressed to ensure quality education for all students.

- Fully utilize available technology to support classroom instruction.
- Focus professional development on research-based instructional strategies.
- Use benchmark assessments to guide curriculum development.
- Develop additional cross-curricular projects.
- Develop multiple programs that allow all students to experience post high school work related environments.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Discussion with Focus Groups (curriculum, instruction, assessment)
- Classroom visitations
- Self Study
- Viewing student work
- Student interviews

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. To what extent are all students are involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?

DBHS has a curriculum aligned with its Expected School wide Learning Results (ESLRs) as well as the California content standards, as evidenced in such areas as instructional materials, student work, local assessments, and instructional practices. Students are place in appropriately challenging courses by the GLC. Eighty percent of all students surveyed agree that teachers clearly communicate the expected learning goals in each of their classes, and that courses at the school are rigorous and challenging. Parents surveyed agree that students at DBHS were sufficiently challenged. Instructional practices clearly communicate student expectations. Expectations for students are aligned with content standards and ESLRs.

Instructional strategies are varied to ensure that all students have the opportunity to achieve expectations. All DBHS teachers are CLAD certified and knowledgeable in SDAIE strategies. Teachers of sheltered classes develop ways for EL students to tap prior knowledge and make instruction more meaningful while focusing on collaborative problem solving as well as development of academic language.

In addition to differentiated instruction, special education students receive support in the classroom by way of instructional aides, teacher involvement in the IEP process, and a collaboration schedule for every period of the day.

The school offers smaller learning communities utilizing a variety of models including International Baccalaureate (IB), Pathways Communications Academy, Brahma Tech, and Performing Arts Academy. The classroom-to-work connections emphasized in Pathways and Brahma Technology partner with local communities by way of internships, mentor relations, and job shadowing, offering students opportunities to apply their knowledge globally and prepare them to pursue post high school goals. The global standards embedded in the IB curriculum as well as projects such as I-Can ensure that ESLR standards for Global Citizens are achievable for all DBHS students.

C2. To what extent do 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?

Teachers employ a variety of teaching strategies in the delivery of subject content. Samples of student work show that instruction is differentiated in order to provide all students with an equitable, meaningful and challenging learning experience. A variety of grouping techniques is used to motivate learning. Beyond the classroom, simulations are used to make material even more accessible.

The teachers use instructional methodology that is relevant and current as well as represented in the professional literature. Cross-curricular writing development based on the Jane Schaffer model is implemented to provide a common approach to teaching writing.

All teachers have access to LCD projectors with 23 classrooms having overhead projectors and integrated audio capabilities. A model classroom on campus with advanced technology has exposed teachers to resources available.

All teachers have access to and received training to use Blackboard technology to complement classroom instruction, stakeholder access, and curriculum development. Over two thirds of students surveyed report that they use technology in classes on a regular basis. Many classes require a project using technology. All students take IC3, a course designed to help students utilize computers and software programs.

Cross-curricular instruction is found in some departments. For example, the English and history departments, in conjunction with the Pathways Communication Academy, align units and

incorporate video technology to interpret dramatic scenes, make public service announcements, and produce a videography of historic events.

Speakers from the community visit and address students regarding post-graduation opportunities. Students in the fine and performing arts classes visit museums and attend live performances. Each academy pairs students with professionals from the community who act as mentors.

Many clubs offer students the opportunity to take part in community projects and service learning. Through these clubs, students have completed a campus beautification project, raised funds for Breast Cancer Awareness, assisted local families suffering fire loss, and participated in numerous other causes.

The application of acquired knowledge is apparent in student work. The AP Environmental Science class projects at the end of each school year take instruction beyond the school and into the community. One project resulted in hand blow dryers replacing paper towels in facilities on campus. Students have presented their findings and ideas at Air Quality Management District headquarters, City Council meetings, WVUSD School Board meetings, and California Air Review Board meetings.

Areas of strength for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students.

- The school's curriculum and instructional practices are aligned with the ESLRs and academic standards.
- Students and parents agree that the school's curriculum is challenging and students are made aware of what is expected of them.
- Teachers use a variety of research based instructional strategies to make sure all students have the opportunity to achieve.
- Through its academies, honors, AP, and IB programs, the school has developed a way for students with varied interests and needs to meet their academic and personal needs.
- The school strives to keep technological resources updated and accessible for all students.
- Classes participate in real world experiences, such as internships, community projects, and elementary tutoring.

Key issues for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students.

- Expand cross-curricular instruction.
- Develop a plan to share best practices.
- Expand the use of instructional technology.
- Systematic implementation of social and academic intervention programs.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Self-study report
- Grade Level Coordinator meeting
- Student and parent meetings
- Focus Group meetings
- Classroom visitation
- Student work

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

DBHS uses the results from state mandated assessments (STAR, CST, CAHSEE, and CELDT) and AP/IB results to measure student achievement. Results are sent directly to parents and schools and available at CDE website. Teachers and administrators have access to this data using Data Director. Social Science, Science, Math, and English have modified curriculum based on CST test data. Social Science teachers modify pacing guides and benchmark assessments based on the prior year's CST data.

At six week intervals Social Science teachers and foreign language teachers use site generated common summative assessments. Selected courses in math and science give a common summative assessment at the end of each semester. Geometry and Algebra 1 give common unit exam every 2-3 weeks and common mid-term every nine weeks and a common final exam. Instruction is modified on the basis of the unit exams to prepare for the midterm and final assessments. Data from these assessments are used for student grading, analysis of the assessment and modification of next year's instruction.

The Physical Education department uses California FitnessGram and reporting program to measure aerobic capacity; muscular strength, muscular endurance, flexibility; and body composition in ninth grade students. Results are made available to students and parents. Students receive a print-out of their test scores and a folder that educates them on the components of the FitnessGram. The Physical Education teachers test students on the components of the fitness gram twice prior to the state assessment. Additionally, physical education teachers use the Brahma mile run to assess student fitness every six weeks. Students who pass the state required 5 of 6 fitness components have a choice of their physical education elective. Students who do not achieve this standard are scheduled to take a total body fitness course designed to help them achieve this state standard.

DBHS leadership reports disaggregated STAR, CAHSEE, and CELDT results to the parents and staff. Individual departments analyze student performance data for each

teacher. Teachers were in-serviced in the web based Data Director so they are able to obtain data at any time. In Professional Learning Communities, teachers analyze the data and discuss best approaches to address the particular needs of our students.

This past year the school met with parents to collaborate analyzing and addressing student needs based on assessment data. Informational meetings were held during Back to School Night and Open House explaining the importance of some components of the CST such as the Early Assessment Program (EAP). DBHS leadership has also been an integral part of the collaboration by providing information to the parent organizations about testing procedures and understanding the results. Staff and administration educates DBHS students in how to interpret their assessment results.

D2. To what extent do teachers employ a variety of strategies to evaluate student learning?

Although a majority of the teachers' assessment strategies are objective type testing (traditional multiple choice and True/False) teachers use alternative assignments to evaluate progress. All levels of art classes, Graphic Arts, Jewelry Design, and ceramics use portfolios as formative and summative assessment checks. In Fundamentals of Art students maintain a journal to encourage reflection of their learning and demonstrate an understanding of the art concepts, as well as provide a personal connection with their teacher. Dance students collaborate with instrumental music students in developing original choreography to live music performance. Dance students collaborate on group performances as well as provide peer feedback on original choreography. Instrumental music students are involved in a variety of live performances where they not only demonstrate their learning but in many instances are also evaluated in a competitive setting.

Foreign language teachers use interviews as formative and summative assessments second language acquisition. They also create realistic settings (casual and formal conversations, telephone calls, and face-face transactions) to assess skills. Advanced science classes use written conclusions analyzing laboratory data. Math department utilizes alternative forms of assessment including foldables and math scrap books.

TouchPoint technology is available in each department as a means of formative assessment. Physical Education teachers use FitnessGram in addition to Mile Run. Students in History classes have created videos that demonstrate their knowledge of the French Revolution and the most recent Presidential elections.

The special education teachers have informed general education teachers of the various modifications that can be made to summative and formative assessments to meet students' particular needs. These may include, but not limited to, extra testing time, making definitions available, using lecture notes to supplement other resources, giving an oral assessment, or reducing the number of multiple choices.

To what extent do students and teachers use assessment results to enhance the educational progress of every student?

Some departments use the results of multiple assessments to plan and modify next years' instruction. DBHS participates in a number of content specific competitions (Rio Honda drafting competition, science competitions, USA Dance competitions, band, symphony & choir competitions, mock trial, math competitions) which allow students the opportunity to apply the concepts learned in classes. These types of events serve as a motivator for students, as well as an opportunity for students to demonstrate what they have learned at a high level and in real-life situations.

The District has provided access to Data Director to teachers to use assessment results to enhance the educational progress of every student. GLCs use real time student progress reports and referrals from teachers to provide intervention and student support to enhance learning.

D3. To what extent does the school with the support of the district, and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school wide learning results?

The school has the support of the district and community in assessing and monitoring student progress. Reporting student progress towards achieving standards is supported by the district and community through sharing the results of the STAR testing, CAHSEE testing, and CELDT testing. Student progress towards achieving the academic standards is reported by a number of means :

- Six week report cards/progress reports
- Many teachers' websites
- Weekly grade monitor sheets.
- Teachers' school email accounts.
- Special Education students bi-weekly grade updates.
- GLC receives updates from teachers on a regular basis.
- Freshman PE students monitor their results from the Fitness Gram.
- GLCs meet with students and their parents during summer registration to discuss their academic goals and what they need to do to achieve them.

Over 76% of parents surveyed report that they are kept informed of student progress in the classroom; 78% of parents report that they understand *how* their students' work is being graded.

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected school wide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

Diamond Bar High School has begun the process of using data to drive the instructional program. Steps taken towards meeting this goal include;

- Data Director has been purchased
- Staff training has begun and will continue in the use of Data Director
- Standards based benchmark exams are used in the Social Science and other departments.
- Textbooks in all subjects have been updated to assist teachers and students in standards-driven instruction.
- Professional Learning Communities during late start days to examine student achievement data.
- An Intervention Counselor has been funded to target at-risk students and address their special needs.

School resources have been used to purchase Turning Point student response systems for each department, projectors, display hardware and teaching graphing calculators to assist with formative assessments

Areas of strength for Assessment and Accountability that need to be addressed to ensure quality education for all students.

- The school disaggregates, analyzes and reports student data to all stakeholders
- Social Science department has made significant progress in the development of content specific benchmark assessments.
- Departments use common summative assessments.

Key issues for Assessment and Accountability that need to be addressed to ensure quality education for all students.

- Develop and implement common formative benchmark assessments
- Develop a systemic protocol to analyze assessment data.
- Stakeholder access to student performance data (Parent/student portal).

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH**E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?**

The parents of Diamond Bar High School volunteer time to organize fundraisers for the students, support the school's mission, and work toward bettering their student's education. Representatives from the seven organized parents group, known as the Magnificent Seven, meet on a regular basis to share information and then disseminate this information to their respective groups.

The school's parents are given assistance in overcoming language barriers. The school uses interpreters in the counseling office to facilitate communication with parents. Invitations to ELAC activities are provided in both English and primary languages. The school also provides information in several different languages as needed. CAP, KAPA, HOPE, and PINC also provide outreach and support for parents whose primary language is not English.

The parents of Diamond Bar High School are involved in the school's decision making process through the WASC Self-Study process, through parent subcommittees, and curriculum round tables. Parent input is encouraged regarding student activities.

E2. To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

The school has implemented policies and uses resources to ensure a safe, clean and orderly place that nurtures learning. DBHS is a closed campus. The school employs four full time security officers who supervise the perimeter of the campus and monitor students as they enter and leave campus. DBHS is also the base school for one of two School Security II Officers who utilize a patrol car. Grade Level Coordinators are present at all school/campus activities including brunch and lunch.

The school maintains a detailed security plan that is updated annually. Required safety drills are conducted each semester that are coordinated with Sheriff Department Security, and sheriffs are present at sporting events and dances. The school has put together a system of Safety Zones where students can go if there is trouble. DBHS serves as a community emergency evacuation shelter.

The Assistant Principal and the Operations Manager attend county school safety conferences to help keep the school's safety plan current. Grade Level Coordinators and Administrator offices are distributed across campus. Graffiti is addressed immediately and removed.

There is an onsite health clerk on campus at all times. The custodial staff works hard to keep the campus clean and safe. Safety audits are conducted for all shop and theater classes. Safety

equipment is kept current in all science classes. Lab classes teach safety rules. The school has a trainer and/or assistant trainers as well as safety equipment at sporting events.

The operations manager quickly responds to safety concerns. Over sixty percent of students and eighty-eight percent of parents surveyed feel the campus is clean and well kept.

Diamond Bar High School students display citizenship, ethical values, and behaviors. Student led activities, such as: USB, Peer Counseling, DB Forum, LINC Crew, Freshman Remix, Project Fuse, and Best Buddies. A majority of students surveyed feel that DBHS students treat each other with respect. 83% of students surveyed participate in extra-curricular activities.

Many students are involved in service clubs such as Leo and Key Club, who raise money to support needy families in the community, set up for community activities, organize blood drives, and raise money for such things as breast cancer research.

The school community is challenged by a number of incidents of academic cheating. Even with the use of *turnitin.com*, cheating contracts, and zeroes given to dissuade students from cheating, academic dishonesty continues to be a problem. Some teachers and staff believe that the punishment for cheating or unethical activities is not severe enough.

- E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?**
- E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?**

Students have various resources in place to assist them in being successful both educationally and social/emotionally. Teachers, coaches and Grade Level Coordinators work on an individual basis with all students facing various types of situation and difficulties

There are a number of programs and club activities that focus on incoming 9th graders. These include the Bridge Program, which focuses on 9th graders who are deemed “at risk” by their middle school counselor; the Career Portfolio program starts in the 9th grade, allowing students to research different careers that interest them and the LINC Crew, a program that helps freshman adjust to high school and get involved. There is a club membership drive every year that publicizes all clubs and recruits new members. There is also a club list that students may access online.

There is a wide variety of tutoring help available. Math Help, Chemistry Help, and Skills Tutor are available before, during and after school. CSF Peer Tutoring is a program where students can receive assistance from other students. Renaissance Math is an after school intervention program for students struggling with their math skills. At the beginning of the year the Grade Level Coordinators put together a student tutoring list to give to students who prefer private tutoring.

The CAHSEE class is within the school day and after school for students who have not passed the CAHSEE as juniors and seniors. There are sessions for regular education students who have not passed, as well as sections for EL students who still need to pass the exam.

Peer counselors are trained and available to help students with issues. DB Forum is a program put on by Peer Counselors to help students and staff discuss teen issues. Project Fuse is a club run by students to help students who are new to Diamond Bar High School. The intervention counselor and district psychologist are available to any student who is facing difficulties. There is an academic intervention program that is available to students during the regular school day.

The Pathways Academy is a small learning community that focuses on communication and career building along with the high school content. It has smaller class sizes and more attention on each student for students who need extra support. The Brahma Tech Academy accommodates the growing importance of technology in society by equipping students with a competent set of technical skills.

Students with special needs receive individualized learning plans. These plans are not only for students who qualify for special education. They are made available to regular education students as well. Students who qualify for special education receive an IEP and case carrier to oversee the IEP.

General education students with medical, educational and psychological conditions who do not meet the eligibility requirements for special education are able to qualify for a 504 plan. These accommodations are overseen by the intervention counselor.

Students who do qualify for neither an IEP nor 504 plans can have accommodations through an SST plan (Student Support Team). The intervention counselor is also in charge of overseeing SST plans put in place by the Student Support Team. This team consists of teachers from all curricular areas, counselors, an administrator, the intervention counselor, and the school psychologist. Health plans are also available for students who need them.

The school offers students many choices for classes, involvement, and support. The ROP program is a career and job site program for juniors and seniors. The school sports program gives students the opportunity to get involved in athletics. There is also the Fine Arts Academy where students can get involved in music, dance and art programs. Community contests and competitions are also made available to students through clubs and organizations on campus such as: Science Olympiad; Art Contests; Writing Contests; Architecture Contest; Environmental Science Project Competition; Graphic Arts Contest; LA County Fair Wood Working Contest; and Mock Trial Competition. Leadership opportunities are also available through student council, class officers and Pathways Leadership Program. GATE is a program for advanced students to have various educational opportunities. Best Buddies is a program that connects regular education students with special education students. The Digital Video Production class puts on a TV news broadcast every week during 4th period. The school has over 80 clubs with a thriving membership and list of activities.

Coaches set up study halls, athletic peer tutoring, and grade checks for their athletes. Grade Level Coordinators, case carriers and the intervention counselor do grade checks and hold meetings with students, parents and teachers. Teachers are available for meetings with Grade Level Coordinators, parents and students. Email and phone contact information is available on the school website for students and parents to access staff. PE teachers hold make up times for physical tests, and give modified tests for those who qualify. Grade Level Coordinators hold individual summer registration meetings with each student and parent every year.

There is a strong AP program at the school that covers a variety of subjects. The IB Program is an advanced program for the most academically gifted students. Mount San Antonio College programs are made available to students for enrichment through the Mount San Antonio College high school referral program. Summer school is also made available for credit recovery and to get ahead.

Grade Level Coordinators play a daily role in the lives of every student on campus. They handle all disciplinary referrals. They are the first line in dealing with a student who is having emotional issues and may refer to the intervention counselor or school psychologist if needed. They have a four-year plan for every student to ensure a 100% graduation rate. They are the liaison between parents and their student's life on campus. They advocate for the student with coaches and teachers. Grade Level Coordinators also visit classrooms in the spring and fall to explain due process and expectations to students.

Areas of strength for School Culture and Support for Student Personal and Academic Growth that need to be addressed to ensure quality education for all students.

- Safe and secure campus
- Resources for academic and emotional support
- GLC monitored individual four year plan for all students
- Involvement in extracurricular activities
- Magnificent Seven

- Pathways program
- Grade Level Coordinators

Key issues for School Culture and Support for Student Personal and Academic Growth that need to be addressed to ensure quality education for all students.

- Academic dishonesty
- Continue development of intervention programs

General Comments:

Schoolwide Areas of Strength

1. School leadership/model
2. Qualified, dedicated staff
3. Parent/community support
4. Academic achievement
5. Student involvement
6. Safe and secure learning environment

Schoolwide Critical Areas for Follow-Up

Areas identified by the Visiting Committee.

1. Development of common formative assessment school wide
2. Use of assessment data to guide instruction
3. Implementation of researched based instructional strategies

Areas already identified by the school in the action plan sections

4. Academic dishonesty
5. Utilization of technology to communicate with all stakeholders

Chapter V: Ongoing School Improvement

- Include a brief summary of the schoolwide action plan

Goal #1 Continue to Support Academic Achievement

DBHS is committed to supporting academic achievement for all students.

Rationale: The school is committed to the success of all students, and the discrepancies in student performance data present a concern to school stakeholders. DBHS will strive to ensure that all of our students have the opportunity to succeed.

Goal #2 Enhance utilization of communications technology by all stakeholders

In an effort to ensure all stakeholders have equal access to resources DBHS will expand communications technology and improve utilization of existing technology.

Rationale: In a climate of technology and instant information access DBHS is committed to meeting the informational needs of all stakeholders in order to support student success.

- Will the action plan steps enhance student learning?

The Visiting Committee concurs with the Action Plan that has been developed by Diamond Bar High School. The Action Plan addresses the critical areas identified from their schoolwide data. This data indicates that there is a discrepancy of academic achievement between subgroups of students at the school. They have developed several steps that will address this achievement gap and, if followed, will raise the academic performance of these identified groups of students as well as all students. The school has also identified the need and a process to increase the availability of student information to students and parents. They are aware that greater communication and awareness will improve student academic performance when all stakeholders are involved.

- Is the action plan feasible within existing resources?

This Action Plan is feasible with the current resources that the site and district have dedicated to Diamond Bar High School. Most of the monitoring information noted can be gathered and should not be a burden on resources. The administration has been very responsive to providing resources required to meet the school's academic goals.

- Is there sufficient commitment to the action plan, schoolwide and system-wide?

A staff empowered with the understanding of standards based instruction, development of standards based benchmark assessments, and analysis of student data to modify instruction will enhance achievement for all students, not just the subgroups. All staff must be willing to accept their role as facilitator and develop more formative assessments rather than the

majority of assessments being used to determine as grade rather than academic advancement towards graduation and a college oriented outlook. The development of formative benchmark assessments on the part of all staff members is key to understanding academic performance standards and accountability on the part of the staff.

- Existing factors that will support school improvement
 - Diamond Bar High School schoolwide support system consisting of Grade Level Coordinators and Instructional Deans.
 - High degree of professionalism of the teaching and support staff
 - Number of school programs available to students that address specific needs
 - Through Professional Learning Communities the staff is able to collaborate on curriculum and develop assessments that will address student attainment of the academic content standards.
 - Parent support
 - Availability of resources
- Impediments to improvement that the school will need to overcome
 - Limited understanding of benchmark assessments
 - Limited critical understanding of the relationship between benchmark results and academic content standard proficiency
 - Decreasing enrollment resulting in staff and curricular reductions
 - Funding reduction
 - Cultural norms of some stakeholders
 - The willingness of some staff to incorporate best instructional practices.
- Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.

In summary, Diamond Bar High School provides a safe and secure environment for student learning. There is a commitment on the part of the staff, students, and parents to provide students with the resources and support to improve the educational program to serve the school's diverse population. With strong leadership from the principal and the Leadership Team and the programs in place, Diamond Bar High School will be able to accomplish the goals of the schoolwide action plan.