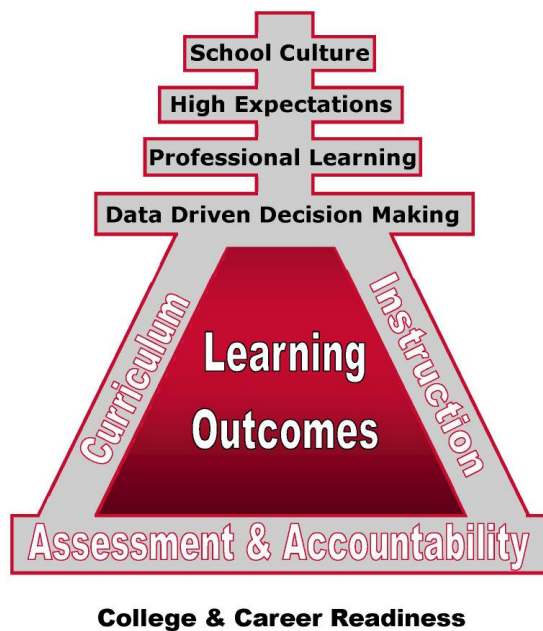


2015

California School for the
Deaf- Riverside

*Where language and
learning thrive!*

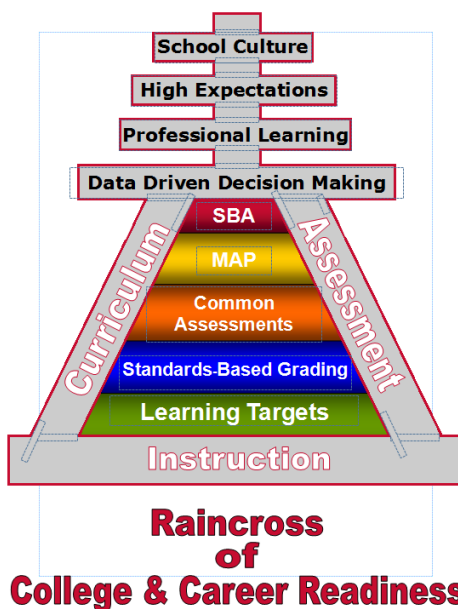
WASC and CEASD Visiting
Committees
March 22 - 25, 2015



FOCUS ON LEARNING SELF-STUDY

Western Association of Schools and Colleges
Conference of Educators and Administrators for
Schools/Programs of the Deaf

V Action Plan



Goal 1: Use student outcomes and data to strengthen / guide professional learning and collaboration.

Rationale: Increase student achievement through a culture of **high expectations** with staff who are professional, who work and plan cooperatively, and who always seek what is **best for students**. This occurs when teachers are provided the resources, training, and support needed to enable them to **grow professionally** and to implement the best practices for our students.

Supporting data (2014):

- **High School MAP Reading (44.4%) / Language (38%) in 2013 / Math (58%) (Fall 2013 to Spring 2014)** indicate that almost half of students did meet the expected growth targets or at least the proficiency level.
- **SLO Pre-Assessment Staff Survey (2014)** indicates that the majority of students struggled mostly on three of the six SLOs: Literacy, Critical Thinking, and Work Ethic.

School-wide Learner Outcomes (SLOs): Literacy, Critical Thinking, Work Ethic, Communication, and Collaboration

Impact on student learning of academic standards & SLOs: Collaborate efficiently on teaching strategies based on student outcomes and data, to strengthen performance in Literacy, Critical Thinking, and Work Ethic, directing positive impact on student learning of academic standards and SLOs, as ASL, English reading, and written English are fundamental to success in all disciplines.

Growth Targets:**Fall 2015- Spring 2016:**

- **HS MAP Reading:** More than 55% of students will meet their expected growth target or at least the proficient level.
- **HS MAP Language:** More than 50% of students will meet their expected growth target or at least the proficient level.
- **HS MAP Math:** More than 65% of students will meet their expected growth target or at least the proficient level.
- **SLO Assessment Staff Survey:** More than 50% of students will meet the survey on Literacy, Critical Thinking, Communication, and Work Ethic at a 3.0 or higher proficiency level.

Fall 2016- Spring 2017:

- **HS MAP Reading:** More than 60% of students will meet their expected growth target or at least the proficient level.
- **HS MAP Language:** More than 55% of students will meet their expected growth target or at least the proficient level.
- **HS MAP Math:** More than 70% of students will meet their expected growth target or at least the proficient level.
- **SLO Assessment Staff Survey:** More than 60% of students will meet the survey on Literacy, Critical Thinking, Communication, and Work Ethic at a 3.0 or higher proficiency level.

Fall 2017- Spring 2018:

- **HS MAP Reading:** More than 65% of students will meet their expected growth target.
- **HS MAP Language:** More than 60% of students will meet their expected growth target.
- **HSMAP Math:** More than 75% of students will meet their expected growth target.
- **SLO Assessment Staff Survey:** More than 70% of students will meet the survey on Literacy, Critical Thinking, Communication, and Work Ethic at a 3.0 or higher proficiency level.

Fall 2018- Spring 2019:

- **HS MAP Reading:** More than 70% of students will meet their expected growth target.
- **HS MAP Language:** More than 65% of students will meet their expected growth target.
- **HSMAP Math:** More than 80% of students will meet their expected growth target.
- **SLO Assessment Staff Survey:** More than 80% of students will meet the survey on Literacy, Critical Thinking, Communication, and Work Ethic at a 3.0 or higher proficiency level.

Steps	Means to monitor / report progress	Responsible Persons	Professional Learning	Timeline	Resources
<p>1. a) Differentiate instruction & assessment to address different learning styles & abilities to retain and apply information</p> <p>b) Design schedule of effective Professional Learning sessions for teachers</p>	<ul style="list-style-type: none"> • TMOL & Rubric sheets • Portfolios • Standards-Based Grading on PowerSchool • MAP • Smarter Balanced Assessment • Principal Observation • Peer Observation • PLC Notes • School-wide Learner Outcomes survey 	<ul style="list-style-type: none"> • Goal 1 Chairperson • Director of Instruction (DOI) • Principals • Curriculum Specialists • Teachers 	<ul style="list-style-type: none"> • Workshops • Seminars • Conferences • Professional Learning Communities (PLC) -Cross curricular -Department -Grade Level 	<ul style="list-style-type: none"> • Begin Spring 2015 • Annual review each fall • On-going 	<ul style="list-style-type: none"> • Quality Professional Learning Standards • <i>Professional Learning Communities at Work</i> • <i>Collaborating for Success With the Common Core</i> • <i>How to Teach Thinking Skills Within the Common Core</i> • <i>Teach Like a Champion</i> • <i>Driven by Data</i> • <i>Formative Assessment & Standards-Based Grading</i> • <i>Common Core & California State Curriculum Standards</i> • MAP's DesCartes • Standards and Assessment Plans • Teachers' Lesson Plans

Steps	Means to monitor / report progress	Responsible Persons	Professional Learning	Timeline	Resources
<p>2. Complete TMOL (Track My Own Learning) & Rubrics forms to create more comprehensive student portfolios in every class</p>	<ul style="list-style-type: none"> • Completed on server • Student / teacher reflections and / or evaluations • Portfolios • Student work evidence • Peer Observations • Principal Observations • School-wide Learner Outcomes survey 	<ul style="list-style-type: none"> • Goal 1 Chairperson • Director of Instruction • Principal • Teachers • Curriculum Specialists 	<ul style="list-style-type: none"> • Professional Learning Communities -Cross curricular -Department -Grade Level 	<ul style="list-style-type: none"> • Fall 2015 • Annual review each fall • On-going 	<ul style="list-style-type: none"> • <i>Formative Assessment & Standards-Based Grading</i>

Steps	Means to monitor / report progress	Responsible Persons	Professional Learning	Timeline	Resources
<p>3. Provide training / support to staff in effective methods of evaluating data. Click here for the recommended action steps to increase proficiency on the data driven instruction rubric.</p>	<ul style="list-style-type: none"> • Data Timelines • PLC meeting notes • School-wide Learner Outcomes survey • Self-assessment/ training evaluations 	<ul style="list-style-type: none"> • Goal 1 Chairperson • DOI • Principal • Curriculum Specialists • Teachers • Assessment 	<ul style="list-style-type: none"> • PLC -Cross curricular -Department -Grade Level 	<ul style="list-style-type: none"> • Spring 2016 • Annual review each fall • On-going 	<ul style="list-style-type: none"> • <i>Rethinking Teacher Supervision and Evaluation: How to Work Smart, Build Collaboration, and Close the Achievement Gap</i> • <i>Leverage Leadership: A Practical Guide to Building Exceptional Schools</i> • PowerSchool Gradebooks

Steps	Means to monitor / report progress	Responsible Persons	Professional Learning	Timeline	Resources
<p>4. Use a management system accessible to instructional staff to coordinate and analyze student data</p>	<ul style="list-style-type: none"> • Calendar Dates • Teacher Surveys • PowerSchool Task Timelines • Learning Management System 	<ul style="list-style-type: none"> • Goal 1 Chairperson • DOI • Principal • Curriculum Specialists • Teachers 	<ul style="list-style-type: none"> • Workshops • Seminars • PLC -Cross curricular -Department -Grade Level 	<ul style="list-style-type: none"> • Fall 2015 • Annual review each fall • On-going 	<ul style="list-style-type: none"> • PowerSchool Gradebooks • MAP • <i>Great Educators</i> • <i>Common Formative Assessment</i> • Smarter Balanced Assessment • Common Core Question Banks

Steps	Means to monitor / report progress	Responsible Persons	Professional Learning	Timeline	Resources
<p>5. Train and support staff to ensure that IEP information aligns with assessment / student needs, Connect the students' academic levels to School-wide Learner Outcomes (SLO) & Common Core State Standards (CCSS)</p>	<ul style="list-style-type: none"> • Annual Review • Review of IEP information • PLC notes • Documented Trainings • IEP Timelines • School-wide Learner Outcomes survey • Self-assessment/ training evaluations 	<ul style="list-style-type: none"> • Goal 1 Chairperson • IEP Coordinator • Assessment Staff • Curriculum Specialist • IT Staff • Principals • Educational Advisor • Teachers 	<ul style="list-style-type: none"> • Workshops • Seminars • Conference • PLC 	<ul style="list-style-type: none"> • Spring 2015 • Annual review each fall • On-going 	<ul style="list-style-type: none"> • IEP Manual • Checklist • CCSS Assessment Data • CCSS/SLO posters in all classrooms / offices • IEP Program

Steps	Means to monitor / report progress	Responsible Persons	Professional Learning	Timeline	Resources
<p>6. Analyze how Smarter Balanced data correlates with grades and MAP results</p>	<ul style="list-style-type: none"> • Comparative analysis with baseline data from SBAC • PLC notes • PowerSchool Gradebook • MAP Norms • Annual Report • Dated Meetings • Self-assessment/ training evaluations 	<ul style="list-style-type: none"> • Goal 1 Chairperson • Curriculum Specialists • Assessment Staff • Test Coordinator • Teachers • Principals 	<ul style="list-style-type: none"> • Workshops • Seminars • PLC 	<ul style="list-style-type: none"> • Fall 2015 • Annual review each fall • On-going 	<ul style="list-style-type: none"> • MAP results • PowerSchool Gradebook • Smarter Balanced Data

Goal 2: Modify curriculum and instruction to be rigorous and relevant through effective research-based & data-driven methodologies, expanded course selections, and extended services outside the classroom to support student learning

Rationale: To increase student achievement. This is accomplished at a school where the work the students do is **rigorous** and **relevant** and **data is valued, and utilized** to ensure ongoing, consistent improvement of both the individual student and the school as a whole.

Supporting data (2014):

- **High School MAP Reading (44.4%) / Language (38%)** in 2013 / **Math (58%) (Fall 2013 to Spring 2014)** indicate that almost half of students did meet the expected growth targets or at least the proficiency level.
- **SLO Pre-Assessment Staff Survey** indicates that the majority of students have struggled mostly on three of the six SLOs which are Literacy, Critical Thinking, and Work Ethic.

School-wide Learner Outcomes (SLOs): Literacy, Critical Thinking, Work Ethic

Impact on student learning of academic standards & SLOs: Using efficient teaching-based, research-based & data-driven methodologies to strengthen Literacy, Critical Thinking, and Work Ethic with rigor and as relevant to student learning of academic standards and SLOs is expected, as educational technologies are fundamental to success in all disciplines.

Growth Targets:**Fall 2015- Spring 2016:**

- **HS MAP Reading:** More than 55% of students will meet their expected growth target or at least the proficient level.
- **HS MAP Language:** More than 50% of students will meet their expected growth target or at least the proficient level.
- **HS MAP Math:** More than 65% of students will meet their expected growth target or at least the proficient level.
- **SLO Assessment Staff Survey:** More than 50% of students will meet the survey on Literacy, Critical Thinking, Communication, and Work Ethic at a 3.0 or higher proficiency level.

Fall 2016- Spring 2017:

- **HS MAP Reading:** More than 60% of students will meet their expected growth target or at least the proficient level.
- **HS MAP Language:** More than 55% of students will meet their expected growth target or at least the proficient level.
- **HS MAP Math:** More than 70% of students will meet their expected growth target or at least the proficient level.
- **SLO Assessment Staff Survey:** More than 60% of students will meet the survey on Literacy, Critical Thinking, Communication, and Work Ethic at a 3.0 or higher proficiency level.

Fall 2017- Spring 2018:

- **HS MAP Reading:** More than 65% of students will meet their expected growth target.
- **HS MAP Language:** More than 60% of students will meet their expected growth target.
- **HSMAP Math:** More than 75% of students will meet their expected growth target.
- **SLO Assessment Staff Survey:** More than 70% of students will meet the survey on Literacy, Critical Thinking, Communication, and Work Ethic at a 3.0 or higher proficiency level.

Fall 2018- Spring 2019:

- **HS MAP Reading:** More than 70% of students will meet their expected growth target.
- **HS MAP Language:** More than 65% of students will meet their expected growth target.
- **HSMAP Math:** More than 80% of students will meet their expected growth target.
- **SLO Assessment Staff Survey:** More than 80% of students will meet the survey on Literacy, Critical Thinking, Communication, and Work Ethic at a 3.0 or higher proficiency level.

Steps	Means to monitor / report progress	Responsible Persons	Professional Learning	Timeline	Resources
<p>1. Offer more courses & internship opportunities in a variety of subject areas, including elective courses and distance learning</p>	<ul style="list-style-type: none"> • Course Descriptions / catalog • Availability of Technology • Timelines • Grades / Project Based Grades • Availability / Quality of teaching staff • Progress Timeline • PowerSchool • Professional Learning Communities (PLC) notes • School-wide Learner Outcomes survey School-wide Learner Outcomes survey 	<ul style="list-style-type: none"> • Goal 2 Chairperson • Principals • Educational Pathways Task Force (EPTF) • IT Staff 	<ul style="list-style-type: none"> • Workshops • Seminars • PLC 	<ul style="list-style-type: none"> • Begin Spring 2015 • Annual review each fall • On-going 	<ul style="list-style-type: none"> • Course catalogs • Information on internship & distance learning • Teachers

Steps	Means to monitor / report progress	Responsible Persons	Professional Learning	Timeline	Resources
<p>2. Set up Common Core “Learning Targets” in PowerSchool gradebooks for ELA/Math in High School and Middle School.</p>	<ul style="list-style-type: none"> • Course Descriptions / catalog • Timelines • Progress Timeline 	<ul style="list-style-type: none"> • Goal 2 Chairperson • Principals • Educational Pathways Task Force (EPTF) • ELA/ Math Curriculum Specialists 	<ul style="list-style-type: none"> • Workshops • Seminars • PLC 	<ul style="list-style-type: none"> • Begin Fall 2015 • Review Monthly • On-going 	<ul style="list-style-type: none"> • Smarter Balanced Assessment Consortium • Achievement Level Descriptors and College Content-Readiness Policy

Steps	Means to monitor / report progress	Responsible Persons	Professional Learning	Timeline	Resources
<p>3. a) Increase staff/student access to internet/intranet while on campus (i.e. Wi-Fi) educational software, tablets, computers, or laptops for individuals, internet access for assignments, & student email accounts.</p> <p>b) Provide students training in use of current educational technology tools (e.g., tablets, iPads, electronic textbooks, etc.) to help develop computer/technology literacy before graduation</p> <p>c) Use a Learning Management System to incorporate all kinds of information</p>	<ul style="list-style-type: none"> • Policies / Accessibility • Frequency of usage & Purpose • Digital Citizenship training for ALL • Timelines • Technology Literacy measures / data • Rubrics • School-wide Learner Outcomes survey 	<ul style="list-style-type: none"> • Goal 2 Chairperson • IT staff • Principals • Directors • Teachers • Curriculum Specialists 	<ul style="list-style-type: none"> • Workshops • Seminars • PLC 	<ul style="list-style-type: none"> • Spring 2015 • On-going 	<ul style="list-style-type: none"> • Education Technology Tools (programs, apps, software, hardware)

Steps	Means to monitor / report progress	Responsible Persons	Professional Learning	Timeline	Resources
<p>4. Expand the school library’s print resources (books, magazines, newspapers) & electronic resources</p>	<ul style="list-style-type: none"> • Check in/out system for print/electric resources • Measure usage to determine needs / priorities • Book lists (Alexandria database) • Survey for students/staff • PLC Notes • School-wide Learner Outcomes survey 	<ul style="list-style-type: none"> • Goal 2 Chairperson • Curriculum Specialists • Principals • Residential Life Staff • IT Staff • Librarian • Teachers • Parents • Community 	<ul style="list-style-type: none"> • Workshop • Seminar • PLC • Visiting other schools’ libraries 	<ul style="list-style-type: none"> • Fall 2016 • On-going 	<ul style="list-style-type: none"> • Print/electronic • Funding for Purchases • Database • Other Schools

Steps	Means to monitor / report progress	Responsible Persons	Professional Learning	Timeline	Resources
<p>5. Provide academic support for extended learning & tutoring programs</p>	<ul style="list-style-type: none"> • Analysis of outcome data • PowerSchool • Weekly or Monthly reports • Residential Life (RL) Staff's progress reports • Reporting system • PLC notes • School-wide Learner Outcomes survey 	<ul style="list-style-type: none"> • Goal 2 Chairperson • Principals • Directors • RL Staff • Teachers • Curriculum/IT Staff • Director Of Instruction (DOI) 	<ul style="list-style-type: none"> • PLC • workshops 	<ul style="list-style-type: none"> • Fall 2015 • On-going 	<ul style="list-style-type: none"> • Funding for program • Research Based programs

Steps	Means to monitor / report progress	Responsible Persons	Professional Learning	Timeline	Resources
<p>6. Continue restructuring HS/Career Technology Education (CTE)/SN program; review & update course descriptions/ syllabi to ensure alignment with CCSS, state adopted alternate curriculum and SLOs.</p>	<ul style="list-style-type: none"> • Team Meeting • Department Meeting • Feedback • Meeting Notes • PLC notes • School-wide Learner Outcomes survey • Teacher Surveys • Annual Review 	<ul style="list-style-type: none"> • Goal 1 Chairperson • EPTF • Curriculum Specialist • Teachers • Educational Advisors 	<ul style="list-style-type: none"> • Workshops • Seminars • Conferences • PLC 	<ul style="list-style-type: none"> • Spring 2015 • On-going 	<ul style="list-style-type: none"> • Research-based program • CA Department of Education • Alignments with UC/CSU, Community Colleges • Course Catalog (print & online) • Career Technology Education Board Advisory Council (CTE BAC)

Steps	Means to monitor / report progress	Responsible Persons	Professional Learning	Timeline	Resources
<p>7. Research & purchase age-appropriate reading material for HS/MS beginner readers as well as intervention materials</p>	<ul style="list-style-type: none"> • Reading Formative Assessment Data • MAP data • PLC Notes • PowerSchool Gradebook • School Accountability Report Card (SARC) • Teacher Surveys • Lexile level book lists for each grade level 	<ul style="list-style-type: none"> • Goal 2 Chairperson • Principals • Curriculum Specialists • Teachers • Librarian 	<ul style="list-style-type: none"> • Workshops • Seminars • PLC 	<ul style="list-style-type: none"> • Spring 2015 • On-going 	<ul style="list-style-type: none"> • Research-based programs • Book lists on-line

Goal 3: Maintain progress toward a safer campus and a more positive student learning environment

Rationale: Students learn better at a school with a nurturing environment where they feel safe and secure without distraction. Concerned staff and students wish for more safety, with better knowledge of emergency management systems and improved means for immediate communication in the event of emergencies.

Supporting data for safety for students: Information collected from incident reports, students, parents/guardians, and staff identified the following:

Data from classroom observations and incident reports suggest that student classroom engagement is less than satisfactory. (SLO- Work Ethics), and an increase in student suspensions by 18%, and 16% of recent incidents that prompted investigation by the CHP. Staff also stated that they would like improved communication about disciplinary actions.

The CEASD Survey results show that 80% of the members of the staff and their families feel safe in the school (Standard 6.18)

The Staff Survey results show that 56% of the staff generally agree that CSDR has a strong character education program at all levels in school and after school with clearly defined rules that are consistently enforced with fair and appropriate student discipline to help students learn respect, responsibility, teamwork, and problem-solving strategies with reward for ongoing positive behavior.

According to the Student Survey results:

- 78% of the students generally agree that CSDR is a good, safe place to learn.
- 57% of the students generally agree that CSDR has a problem with bullying.
- 85% of the students in the Special Needs program generally agree that teachers show them respect.
- 61% of the students generally disagree that the High School discipline policies are fair.
- 48% of the students generally disagree that the CTE discipline policies are fair.

School-wide Learner Outcomes (SLOs): Communication, Community

Impact on student learning of academic standards & SLOs: A safe environment ensures that our students have the opportunity to learn and thrive.

Growth Targets:

- Based on the annual survey results, 75% of the staff will agree that CSDR has a strong character education program at all levels in school and after school with clearly defined rules that are consistently enforced with fair and appropriate student discipline to help students learn respect, responsibility, teamwork, and problem-solving strategies with reward for ongoing positive behavior.
- Based on the CEASD Survey results on Standard 6.18, 90% of the staff and student's families will feel safe in the school.
- Based on the annual survey results, 85% of our students will feel safe on all areas of campus for learning.
- Based on the annual survey results, the percentage of the students who agree that CSDR has a problem with bullying will show a 5% decrease annually.
- Improve/fix communication devices to prepare every room for emergencies by 2016.
- Complete action plan on security measures by 2017.
- Carry out action plan on security measures by 2018.
- Conduct emergency drills (fire, earthquake, lockdown) scheduled annually.

Steps	Means to monitor / report progress	Responsible Persons	Professional Learning	Timeline	Resources
<p>1. Perform routine trainings and communications about the Emergency Management plan, perform routine application, post quick-glance emergency information in high-occupied areas, and develop a separate emergency plan for after-school activities/events</p> <p>SCHOOL PROGRAMMING</p>	<ul style="list-style-type: none"> • Emergency Management Records (Develop) • CSDR website / e-mail • Student Parent Handbook • Annual end-of-year accomplishment report • Strategic Leadership Team WASC/ CEASD routine pre-report draft 	<ul style="list-style-type: none"> • Goal 3 Chairperson • CSDR Safety Officer • Safety Committee • Director of Residence • Director of Instruction • Instructional Management Team (IMT) 	<ul style="list-style-type: none"> • E-mail/ ASL V-log / Intranet • Workshops • Conferences • Department meetings • Supercabinet • Cabinet 	<ul style="list-style-type: none"> • Spring 2015-Spring 2017: Revise Plan (2 yrs) • Fall 2015: Implement annual trainings • Fall 2016: Post emergency information 	<ul style="list-style-type: none"> • Intranet / PowerSchool • Professional resources online & from workshops

Steps	Means to monitor / report progress	Responsible Persons	Professional Learning	Timeline	Resources
<p>2. Improve/fix communication devices to prepare every room for emergencies</p> <p>CAMPUS SAFETY</p>	<ul style="list-style-type: none"> • CSDR e-mail on progress • Benchmate report • Annual end-of-year accomplishment report • Strategic Leadership Team WASC/ CEASD routine pre-report draft 	<ul style="list-style-type: none"> • Goal 3 Chairperson • Safety Committee • CSDR Safety Officer • Cabinet • Chief Plant Operations • Technology staff 	<ul style="list-style-type: none"> • Department meetings • Supercabinet • Cabinet 	<ul style="list-style-type: none"> • Fall 2014- Cost/quotes • Spring 2015- Purchase/Install • Ongoing- Fix/Repair 	<ul style="list-style-type: none"> • Benchmate request system • Deaf-friendly products from vendors

Steps	Means to monitor / report progress	Responsible Persons	Professional Learning	Timeline	Resources
<p>3. Maintain training and mentoring, and implement innovative methods to strengthen and promote citizenship among staff and students</p> <p>SCHOOL PROGRAMMING</p>	<ul style="list-style-type: none"> • Professional development log • PAWSitive Reflections newsletter • CSDR website & Social Media • Annual end-of-year accomplishment report • Strategic Leadership Team WASC/ CEASD routine pre-report draft • School-wide Learner Outcomes survey 	<ul style="list-style-type: none"> • Goal 3 Chairperson • Safety Committee • Student Services Director • Principals • Residential supervisors • PAWS/PEAK committee • Counseling Services • Assessment Services 	<ul style="list-style-type: none"> • Department meetings • Workshops • Conferences • Supercabinet 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Student leadership organizations • Teachers/ Classrooms • Character Counts! program • PAWS/PEAK program • Counseling services • Community Resources (RPD, CHP) • Guest Speakers

Steps	Means to monitor / report progress	Responsible Persons	Professional Learning	Timeline	Resources
<p>4. Increase staff monitoring and continue with prompt reporting on campus for student safety</p> <p>SCHOOL PROGRAMMING</p>	<ul style="list-style-type: none"> Personnel Department ID tag log / replacements Annual end-of-year accomplishment report Strategic Leadership Team WASC/ CEASD routine pre-report draft 	<ul style="list-style-type: none"> Goal 3 Chairperson Safety Committee CSDR Safety Officer Personnel Services Director Principals Residential Director/ supervisors 	<ul style="list-style-type: none"> Department meetings Supercabinet 	<ul style="list-style-type: none"> Fall 2014: Implement staff monitoring outside of classrooms/ offices Ongoing: Monitoring/ Reporting 	<ul style="list-style-type: none"> Security Officers Non-classroom teachers' visibility Personnel Department Safety resources at other schools

Steps	Means to monitor / report progress	Responsible Persons	Professional Learning	Timeline	Resources
<p>5. Improve methods for surveillance and safety perimeters during school and after-school hours</p> <p>CAMPUS SAFETY</p>	<ul style="list-style-type: none"> • Chief of Plant Operations (CPO) newsletter • Residential Life brochure • Annual end-of-year accomplishment report • Strategic Leadership Team WASC/ CEASD routine pre-report draft 	<ul style="list-style-type: none"> • Goal 3 Chairperson • Safety Committee • CSDR Safety Officer • Chief of Plant Operations • Director of Residence supervising Security Officers & Residential counselors 	<ul style="list-style-type: none"> • Technology workshops • Department meetings • Supercabinet • Cabinet 	<ul style="list-style-type: none"> • Fall 2014: ID Tags competed • Winter 2015: Increase security staffing • Spring 2015: Continue enforcement for wearing ID tags • Summer 2015: Hire Safety Officer • Fall 2015: Improve system for visitors' ID • Fall 2015-Winter 2016: Fencing 	<ul style="list-style-type: none"> • Technology Purchase Orders • Construction Crew • Information Technology staff

Steps	Means to monitor / report progress	Responsible Persons	Professional Learning	Timeline	Resources
<p>6. Ensure a safe and comfortable physical environment with regular maintenance of facilities, student spaces, and grounds</p> <p>CAMPUS SAFETY</p>	<ul style="list-style-type: none"> • CPO newsletter • Annual end-of-year accomplishment report • Strategic Leadership Team WASC/ CEASD routine pre-report draft 	<ul style="list-style-type: none"> • Goal 3 Chairperson • Safety Committee • CSDR Safety Officer • Chief of Plant Operations • Director of Residence • Principals 	<ul style="list-style-type: none"> • Department meetings • Supercabinet 	<ul style="list-style-type: none"> • Ongoing: continued construction projects 	<ul style="list-style-type: none"> • Benchmate request system for work orders • CPO staff • Teachers • Students • Volunteers

Goal 4: Promote communication and cultural sensitivity with students and families, and within the community.

Rationale: Increased participation between school and families with better communication at home helps increase student achievement.

Supporting data (2014)

Baseline data –Current amount of events flyers/ announcements in Spanish, according to Spanish translating office, and in ASL, based on CSDR YouTube and Facebook.

The Staff Survey results show that 58% of staff generally agree that CSDR has a clear communication policy with expectations followed among staff, employs staff with adequate receptive/expressive ASL and written English skills, and encourages open communication among all departments; CSDR encourages staff and parents to attend ASL classes, and sends out news about upcoming events.

CEASD survey:

- On Standard 2.16, CSDR ranked 3.8 out of 5 on how the school leadership maintains appropriate and constructive relations with families, students, staff, the community, and with each other in the interest of serving the students.
- Standard 3.2: Information about the school’s planning processes, its improvement plans and goals, and the results of implementing the improvement plans are communicated to stakeholders and the public.
- Standard 3.9: The school demonstrates a variety of unique community partnerships and insures its visibility in the extended community.

School-wide Learner Outcomes (SLOs): Communication, Community

Impact on student learning of academic standards & SLOs:

Growth Targets:

- Restore ownership of website by Fall 2015; Develop website by Spring 2016; Update annually
- Based on survey results, students and parents should report an increase in satisfaction with communications between school and community, which includes website content and direct notifications, by 5% annually

Steps	Means to monitor / report progress	Responsible Persons	Professional Learning	Timeline	Resources
<p>1. Re-establish the CSDR website that ties in effectively with social media to promote better communication with parents/community about important information, student accomplishments and upcoming events/activities</p>	<ul style="list-style-type: none"> • CSDR website • Social Media summary reports • Annual end-of-year accomplishment report • Strategic Leadership Team WASC/ CEASD routine pre-report draft • School-wide Learner Outcomes survey • Website Analytics Stats 	<ul style="list-style-type: none"> • Goal 4 Chairperson • Superintendent • Information Technology staff • Superintendent's Office (Outreach) • Webmaster • Principals / Supervisors • Educational Technology Staff 	<ul style="list-style-type: none"> • E-mail/ ASL V-log / Intranet • Workshops • Department meetings • Supercabinet • Cabinet 	<ul style="list-style-type: none"> • Fall 2015: Restore ownership • Spring 2016: Develop website 	<ul style="list-style-type: none"> • Content Management System - WordPress • Website designer • Events Planning Checklist on CSDR Intranet & Everyone > Events, Flyers server folder • CSDR history/ website design documents • Teachers / Students as Contributors • Workflow approval procedure

Steps	Means to monitor / report progress	Responsible Persons	Professional Learning	Timeline	Resources
<p>2. Update the CSDR website to inform parents, teachers, and other stakeholders of relevant information, including national statistics, state testing data & school's progress toward achieving higher standards</p>	<ul style="list-style-type: none"> • CSDR website summary report • Annual end-of-year accomplishment report • Strategic Leadership Team WASC/ CEASD routine pre-report draft • School-wide Learner Outcomes survey 	<ul style="list-style-type: none"> • Goal 4 Chairperson • Assessment department • Curriculum Department • Superintendent's Office (Outreach) • Webmaster • Student Services Director • Student Data Management System specialist • Educational Technology Staff 	<ul style="list-style-type: none"> • E-mail/ ASL V-log / Intranet • Workshops • Department meetings • Supercabinet • Cabinet 	<ul style="list-style-type: none"> • Fall 2017 then annually 	<ul style="list-style-type: none"> • Content Management System - WordPress • Score summary from API, Adequate Yearly Progress, School Accountability Report Card • Standards-based grading (SBG) results • Video/YouTube

Steps	Means to monitor / report progress	Responsible Persons	Professional Learning	Timeline	Resources
<p>3. Improve other communication methods for families and community who do not access technology such as; automated voice/text calling system, the press, letters / flyers, and develop a plan towards getting a digital street marquee</p>	<ul style="list-style-type: none"> • Annual end-of-year accomplishment report • Strategic Leadership Team WASC/ CEASD routine pre-report draft • School-wide Learner Outcomes survey • Parent & Staff surveys 	<ul style="list-style-type: none"> • Goal 4 Chairperson • Superintendent's Office (Outreach/ Marketing) • Student Services director • Information Technology staff • Student Data Management system specialist • Chief of PlantsOperations (CPO) 	<ul style="list-style-type: none"> • E-mail/ ASL V-log / Intranet • Workshops • Department meetings • Supercabinet • Cabinet 	<ul style="list-style-type: none"> • Fall 2016 	<ul style="list-style-type: none"> • Office technicians & Photocopy machines • Translating services • Movie-making software • Financial sponsors for marquee

Steps	Means to monitor / report progress	Responsible Persons	Professional Learning	Timeline	Resources
<p>4. Provide more translation services to increase access for non-English or non-ASL speaking families for public meetings, student events & activities, IEP safeguards, parental rights, and other important information</p>	<ul style="list-style-type: none"> • Annual end-of-year accomplishment report • Strategic Leadership Team WASC/ CEASD routine pre-report draft • School-wide Learner Outcomes survey • Parent & Staff surveys 	<ul style="list-style-type: none"> • Goal 4 Chairperson • Superintendent's Office (Outreach) • Principals • Family Education coordinators • Supervisor of Translation Services • Educational Technology Staff 	<ul style="list-style-type: none"> • E-mail/ ASL V-log / Intranet • Workshops • Department meetings • Supercabinet • Cabinet 	<ul style="list-style-type: none"> • Spring 2015: Spanish • Spring 2016: ASL 	<ul style="list-style-type: none"> • Events Planning Checklist • Office technicians & Photocopy machines • Translating services (on-site staff, college student interns, volunteers) • Provide Spanish version of CSDR website

Steps	Means to monitor / report progress	Responsible Persons	Professional Learning	Timeline	Resources
<p>5. Promote awareness of after-school opportunities to the diverse CSDR families</p>	<ul style="list-style-type: none"> • After-school program activity registration log • Annual end-of-year accomplishment report • Strategic Leadership Team WASC/ CEASD routine pre-report draft • School-wide Learner Outcomes survey • Parent & Staff surveys 	<ul style="list-style-type: none"> • Goal 4 Chairperson • Superintendent's Office (Outreach) • Principals • Family Education coordinators 	<ul style="list-style-type: none"> • E-mail/ ASL V-log / Intranet • Workshops • Department meetings • Supercabinet • Cabinet 	<ul style="list-style-type: none"> • Fall 2016 	<ul style="list-style-type: none"> • Events Planning Checklist • Office technicians & Photocopy machines • Translating services (on-site staff, college student interns, volunteers)

Steps	Means to monitor / report progress	Responsible Persons	Professional Learning	Timeline	Resources
<p>6. Re-establish student diversity clubs and expand more cultural/ ASL awareness with regular assemblies and posters across campus</p>	<ul style="list-style-type: none"> • After-school program activity registration log • Annual end-of-year accomplishment report • Strategic Leadership Team WASC/ CEASD routine pre-report draft • School-wide Learner Outcomes survey • Student & Staff surveys 	<ul style="list-style-type: none"> • Goal 4 Chairperson • Superintendent's Office (Outreach) • Principals • Curriculum Department • School counselors • Student leadership organization officers and staff sponsors 	<ul style="list-style-type: none"> • E-mail/ ASL V-log / Intranet • Workshops • Department meetings 	<ul style="list-style-type: none"> • Fall 2017 	<ul style="list-style-type: none"> • Cultural/ASL resources • Alumni/ Community liaisons