

River Valley High School

Home of the Falcons



WASC

Self-Study Report

2009





Home of the Falcons

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Yuba City, CA 95993
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WASC

Self-Study Report ***2006***

Tom Reusser..... Principal
Frank Alvarez Assistant Principal
Brian Brown Assistant Principal
Teresa Cordi Assistant Principal

Yuba City Unified School District

750 Palora Avenue
Yuba City, California 95991
Phone: (530) 822-5200

Board of Education

Fred Northern, President – 2010
Sharman Kobayashi, Vice President – 2012
Lonetta Riley, Member – 2010
Herbert Cooley, Member – 2012
James Ferreria, Member - 2012
Mary Henson, Member – 2010
Steven Scriven, Member – 2010
Megan Brunelle, Student Member - 08/09
Melissa Granados, Student Member - 08/09

District Administrative Staff

Nancy Aaberg, Superintendent|
Baldev Johal, Deputy Supt. of Business Services
Doreen Osumi, Assistant Supt. of Educational Services
Craig Guensler, Assistant Supt. of Human Resources
Bruce Morton, Director of Student Welfare & Attendance
Elizabeth Engelken, Director of Student Support
Steven Plaxco, Director of Maintenance/Facilities
Nadene Haynes, Director of Student Nutrition
Robert Ozenberger, Director of Transportation
Steve O'Toole, Director of Information Services
Brenda Thompson, Director of Accounting
Eva Teagarden, Director of the Children's Development Programs
Mill Elliott , Instructional Program Coordinator
Kelle Nelson, Assessment Coordinator
Mary Ann Hedrick, School Readiness Coordinator

River Valley High School Support Staff

Secretarial:

Administrative Secretary II: Auguilar, Christina
Administrative Secretary I: Bains, Lata
Administrative Secretary I: Dedecker, Deanna
Office Specialist: Beissel, Jane
Fiscal Secretary: Ramos, Gloria
Registration Specialist: Uyemoto, Debbie

Counseling:

Counselor: Cuquet, Susan
Counselor: Chima, Lal
Counselor: Marcotte, Lisa
Counselor: Vega, Victoria
Counselor: Zamora, Guadalupe
Counselor: Tayloe, Tina
Psychologist: Henegar, Deymi
Psychologist: Spatafore, Sally

Clerical:

Records Specialist: Altorfer, Kim
Clerk: Filter, Lori
Clerk III: Fodge, Norma
Office Specialist: Garmire, Candy
ASB Clerk: Gonsalves-Johnson, Sheri
Student Store Clerk: Lowry, Amanda
Athletics: Robinson, Tonya
Attendance Clerk, Special Education: Bassett, Linda
Attendance Clerk II: Ramirez, Lilly

Custodial & Maintenance:

Head Custodian: Serda, Manuel
Custodial: Hernandez, Jose Luis
Custodial: Hicks, Randy
Custodial: Jimenez, J. Jesus
Custodial: Martinez, Juan
Custodial: Pinney, Dinah
Custodial: Ramey, Christopher

Aides

Emmerson, Tiffany
Hernandez, John
Herrera, Heather
Lovine, Josie
Martinez, Panelope – Health Aide
Masters, Tracy
Ocampo, Esther – Special Education
Perreira, Yessenia – Special Education
Peters, Natalie – Special Education
Petueli, Georgeanne – Special Education

Custodial: Romero, Luis
Groundskeeper: Rojo, Ruben
Groundskeeper: Uriostegui, Bulmaro

Security:

YCPD Resource Officer: Ernst, Charles
Probation Officer: Trezza, Matt

Computer Technology:

Rham, Bruce
Schwaim, Chad

Specialized Services:

Librarian: Johnson, Chris
Librarian: Lamb, Londa
Librarian: Haley
Career Tech: Brown, Kristina
Activities Director: Simmons, Cynthia
Athletic Director: Olson, Eric
Migrant Education: Torres, Maria Luisa
School Nurse: Baucom, Tracy
Migrant Education: Dhokal, Meena

Cafeteria:

Cafeteria Manager: Haggard, David
Cafeteria Worker: Ayers, Sandra
Cafeteria Worker: Blancett, Karen
Cafeteria Worker: Dagnino, Marcella
Cook, Transport: Donovan, Christine
Cafeteria Worker: Hamrah, Celine
Cafeteria Worker: Kimerer, Lynda
Cafeteria Worker: Mann, Palwinder
Cafeteria Worker: Nott, Robin
Cafeteria Worker: Springer, Spencer
Cafeteria Worker: Takher, Bhupinder
Cook, Transport: Rains, Deborah
Cook, Transport: Rymer, Sun

Priem, Janet
Sawyer, Candace – Health Aide
Starkey, Stacy

River Valley High School Teachers

2008-2009

Teacher	Disciplines
Albrecht, Nancy	Foreign Language
Alexander, Troy	Social Science
	Science
Amsden, Kristen	Social Science
Anderson, Karen	Social Science
Andrade, Eliseo	Business, Foreign Language
Artist, Todd	Physical Education
Barajas, Manuel	Math
Barrera, Lauren	Art
	English
Blaser, Adam	Math
Boag, Laurence	Foreign Language
Bryan, Courtney	Physical Education
Canfield, Mark	Social Science
Carmona, Joe	Industrial Education
Chahal, Harpal	Foreign Language
Cipponeri, Michael	Social Science
Clemens, Gene	Industrial Education
Coffman, Vella	Business
Costo, Daniella	Math
	Art
Klein, Deborah	English
Lambert, Erick	Sports Medicine
Lammert, Larry	Math
Lee, Leslie	Social Science
Lee, Michael	Science
Leon, Yesenia	ELD
Lerma, Rigo	English
Lohman, James	Industrial Arts
Martinez, Heather	Performing Arts
Martinez, Marci	Science
Noall, Sharyn	Speech/Language, Special Education
Odeguard, Paul	English
Olson, Eric	Math
Parsley, Adam	English
Peters, Erin	Science
Pierre, Yvonne	Foreign Language
Posner, Paula	AVID

Teacher	Disciplines
	Physical Education
	English
Dawson, William	Social Science
Kennington, Jennifer	English
Denyer, Laverne	Business, Art
Dotson, Ronald	Special Education
Evans, Terry	Teacher
Ferreria, Shawn	English
Fleisher, James	
Frank, Dana	Family & Consumer Science
Fuentes, Tyler	English
	Math
Gainok, Michael	Math
Giampaoli, Jennifer	Special
Gonsalez, Antonio	Social Science
Hammond, Joyce	Family and Consumer Science
Harris, Dave	Performing Arts
Harvey, Jamie	English
Hearn, Kristine	Math
Hislop, Nathan	English
Kaye, Ashlee	Social Science, AVID
Roberts-Haydon, Jan	Performing Arts
Rollins, William	Physical Education
Rose, Margaret "Peggy"	Art
Sanchez, Jose Luis	ELD, Foreign Language
Sandoval, Jovita	ELD, Foreign Language
Saunders-Martinez, Elizabeth	Special
Scarfe, Matthew	Science
Schaeffer, Kenneth	Social Science
Schamanski, Matt	Business
Sharma, Mukta	Math
Smith, Yvonne	Science
Sprowls, Alexandria	Art
Tillson, Rebecca	Science
Townsend, Marilyn	Math
Trinklein, Stephen	Math
Uppal, Genlle	Law
Van Gilder, Lorin	Science

Teacher	Disciplines
Potoski, Kathleen	Special Education
	Yearbook
Ratajczak, Stacy	English
Rhodd, Janice	Math
Ricketts, Eric	English

Teacher	Disciplines
VandeHoven, Jessica	Social Science, AVID
Varnum, Tammy	Physical Education
Webb, Nadene	Math
	ELD
Young, Whitney	Art

Focus Group Committee Members

Self-Study Coordinators
Shawn Ferreira, Eric Ricketts

FOCUS GROUP CHAIRS

<u>GROUP A (I)</u>	<u>GROUP A (II)</u>	<u>GROUP B</u>	<u>GROUP C</u>	<u>GROUP D</u>	<u>GROUP E</u>
VISION / LEADERSHIP	VISION / LEADERSHIP	CURRICULUM	INSTRUCTION	ASSESS.ACCT	CULTURE / SUPPORT
Jennifer Kennington	Alex Sprowls	Eric Ricketts	Larry Lammert	Nate Hislop	Michael Lee

FOCUS GROUP ASSISTANT CHAIRS

<u>GROUP A (I)</u>	<u>GROUP A (II)</u>	<u>GROUP B</u>	<u>GROUP C</u>	<u>GROUP D</u>	<u>GROUP E</u>
VISION / LEADERSHIP	VISION / LEADERSHIP	CURRICULUM	INSTRUCTION	ASSESS.ACCT	CULTURE / SUPPORT
James Fleisher		Lauren Barrera	Adam Parsley	Jamie Harvey	Yesenia Leon

FOCUS GROUP REPRESENTATION

<u>GROUP A (I)</u>	<u>GROUP A (II)</u>	<u>GROUP B</u>	<u>GROUP C</u>	<u>GROUP D</u>	<u>GROUP E</u>
VISION / LEADERSHIP	VISION / LEADERSHIP	CURRICULUM	INSTRUCTION	ASSESS.ACCT	CULTURE / SUPPORT
–	–	Brian Brown	Frank Alvarez	Teresa Cordi	Brian Brown
	Ashlee Kaye	Jessica VandeHoven	Robert Moore	Margaret Rose	Whitney Young
		Tyler Fuentes	Paula Posner	Nathan Hislop	
Jovita Sandoval	Rigo Lerma	Paul Odegard	Jose Luis Hernandez	Deborah Klein	Stacey Ratajczak
Eliseo Andrade		Michael Gainok	Kristin Hearn	Manuel Barajas	Adam Blazer
Daniella Costo		Cortney Bryan	Maryanne Cruz	Heather Martinez	Sylvia Mendoza
Eric Olson	Todd Artist	William Rollins	Joe Carmona	Dana Frank	Joyce Hammond
Tammy Varnum	Tom Zaragoza	Matt Schamanski	Karen Anderson	Marci Martinez	Matthew Scarfe
Vella Coffman		Erin Peters	Troy Alexander	Kristin Amsden	Mark Canfield
Yvonne Smith	Rebecca Tillson	Lorin Van Gilder	Leslie Lee	Michael McNerney	Kenneth Schaeffer
William Dawson	Terry Evans	Antonio Gonzalez	Kath Potoski	Liz Saunders-Martinez	AnnetteTiff

FOCUS GROUP REPRESENTATION Cont'd

<u>GROUP A (I)</u>	<u>GROUP A (II)</u>	<u>GROUP B</u>	<u>GROUP C</u>	<u>GROUP D</u>	<u>GROUP E</u>
VISION / LEADERSHIP	VISION / LEADERSHIP	CURRICULUM	INSTRUCTION	ASSESS.ACCT	CULTURE / SUPPORT
Ronald Dotson	Jennifer Giampaoli	Gina Menchini	Janet Beissel	Natalie Peters	Rupinder Kaur (P)
Deanna Dedeker	Manuel Serda	Kim Altorfer	Yacira Morales (S)	Lata Bains	Amdeep Kaur (S)
Colleen Lamon (P)	Jamie Ferreira (B)	Mary Loftis (P)	Lupe Zamora	Grace Fernandez	Victoria Vega
Lal Chima	Sharon Aikens (P)	Sue Cuquet	Mukta Sharma	Steve Trinklein	Janice Rhodd
Marilyn Townsend	Nadene Webb	Baby Rani (S)			

Home Group Members

10 groups

Art 10

-Lauren Barrera
 -Nathaniel Cron
 -Robert Moore
 -Margaret Rose
-Alexandria Sprowls
 -Whitney Young
 -Jan Roberts-Haydon
 -Dave Harris
 -James Lohman
 -Mary Loftis

Physical Education 8

-Todd Artist
 -Courtney Bryan
 -Maryanne Cruz
 -Heather Martinez
 -Sylvia Mendoza
 -William Rollins
 -Tammy Varnum
 -Tom Zaragoza

Mathematics 15

-Manuel Barajas
 -Adam Blaser
 -Daniella Costo
 -James Fleisher
 -Randy Fukumoto
 -Michael Gainok
 -Kristine Hearn
-Larry Lammert
 -Eric Olson
 -Jamie Ferreira
 Janice Rhodd
 Mukta Sharma
 Marilyn Townsend
 Steve Trinklein
 Nadene Webb

ROP/Industrial Ed./Family

Consumer Science 7

-Vella Coffman
-Laverne Denyer
 -Matt Schamanski
 -Joe Carmona
 -Gene Clemens
 -Dana Frank
 -Joyce Hammond

Social Science 10

-Troy Alexander
-Kristin Amsden
 -Mark Canfield
 -Michael Cipponeri
 -William Dawson
 -Terry Evans
 -Antonio Gonzalez
 -Leslie Lee
 -Michael McNerney
 -Kenneth Schaeffer

ELD/English 10

Group #1

-Yesenia Leon
 -Kathy Baum
 -Beth Dagitses
 -Jennifer Dean
-Shawn Ferreira
 -Tyler Fuentes
 -Jamie Harvey
 -Nathan Hislop
 Amdeep Kaur
 Rupinder Kaur

Special Education 7

-Ronald Dotson
 -Jennifer Giampoli
 -Gina Menchini
 -Kathy Potoski
-Elizabeth Saunders-Martinez
 -Natalie Peters

ELD/English 10

Group #2

-Deborah Klein
 -Jovita Sandoval
 -Christine Whidden
 -Rigo Lerma
 -Paul Odegard
 -Adam Parsley
 -Stacy Ratajczak
-Eric Ricketts
 Yacira Morales
 Coleen Lamon

Foreign Lang /AVID 8

-Max Montenegro
 -Michelle Quist
 -Jose Luis Sanchez
 -Eliseo Andrade
 -Ashlee Kaye
 -Paula Posner
-Jessica VanHoven
 Sharon Aikens
 Baby Rani

Science/Agriculture 9

-Stephanie Allan
 -Erin Peters
-Karen Anderson
 -Michael Lee
 -Marci Martinez
 -Matthew Scarfe
 -Yvonne Smith
 -Rebecca Tilson
 -Lorin Van Gilder

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River Valley High School

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WASC Self-Study Report 2009

Preface



WASC Focus On Learning Self-Study

For 2008-2009 School Year
River Valley High School

PREFACE

<p>Preface</p>	<p>River Valley High School has clearly stated mission and vision statements that help guide our curriculum and programming.</p>
<p>Our Mission</p>	<p>School Mission Statement</p> <p>Strive for excellence, set high standards for students, and promote optimum student outcomes through communication and collaboration within the school community</p> <p>Further, we support the District’s Mission Statement:</p> <p>Educating Today's Students To Succeed In Tomorrow's World</p>
<p>Our Vision</p>	<p>School Vision</p> <p>River Valley High School envisions a dynamic, safe, and supportive environment in which all students will acquire the knowledge and skills needed to develop integrity and achieve individual goals, while actively participating in a changing global community.</p> <p>Further, we support the District’s Mission Statement:</p> <p>Our students and staff will be life-long learners; creative problem solvers; and responsible, ethical, and respectful contributors in a global society.</p>



River Valley High School

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WASC Self-Study Report 2009

Chapter 1

Demographics



Chapter 1: Student and Community Profile

Chapter One: Student/Community Profile

BRIEF HISTORY

River Valley High School (RVHS) is located in an expanding section of Yuba City and is the newest high school in the Yuba City Unified School District. According to the California State Department of Finance, Yuba City has a population of 62,083 as of January 2007. Established in 2005 as the second comprehensive high school in the district, RVHS was built in response to community growth in part due to an affordable housing market next to a large metropolitan area (Sacramento).

RVHS was marketed to the community as a new school with a new approach to education. The school day is structured utilizing a 4X4 block schedule which allows students to take eight classes a year: four in the fall term and four in the spring term. Each period is 90 minutes. This option provides the families of Yuba City with the choice between the traditional six period day at Yuba City High School (YCHS) and the 4X4 block schedule at RVHS.

In its first year of operation, the 2005-2006 school year, RVHS admitted 499 freshmen and 310 sophomores (total: 809). Each subsequent school year, the school added a grade until 2007-2008 when RVHS held its first graduation, with 249 graduating students. The fall 2009 student population was 1895 (see enrollment data section below).

The staff has grown every year at RVHS as well. Initially, most of the certificated staff transferred from YCHS to the “new school”; however, there were 16 new hires in 05-06, 27 new hires in 06-07, 19 new hires 07-08, and 16 new hires in 08-09. At present, a majority of the certificated staff has been teaching for less than five years in the district or are new to teaching on the block schedule; however, there has been very little turn-over at the school. The exception to this occurred at the end of the 08-09 school year. Several staff members lost their positions due to the budget crisis.

With regard to administration and counseling, there has not been the same consistency of staffing. The original principal left for a new position in another district in September of the 06-07 school year. The second principal was promoted from assistant principal in October 2006. The three assistant principals for the 06-07 and 07-08 school years were serving in their first

administrative posts. The 08-09 school year saw another change in the administrative team with three different assistant principals coming to the school. The 09-10 school year started with a new principal, so in the brief history of the school, there have been five different administrative teams. The same turnover has occurred in counseling.

As to accreditation, the school completed its initial self study in March 2007. In the spring of 2008 a response to the Visiting Team's recommendations was submitted to WASC. The certificated staff and administration decided to postpone the WASC visitation to the Fall 2009 because it was apparent that more time and a larger leadership team was needed to complete the response.

SCHOOL VISION AND ESLRs

Mission Statement

River Valley High School is a community that strives for excellence, sets high standards for students, and promotes optimum student outcome through communication and collaboration within the school.

Vision Statement

To create a dynamic, safe, and supportive environment in which all students will acquire the knowledge and skills needed to develop integrity and achieve their individual goals, while actively participating in a changing global community.

Expected School-wide Learning Results

Active Community Member

A student who is an active community member:

- Exhibits self-discipline and personal responsibility
- Contributes time, energy, and talent to improve the community
- Demonstrates integrity and respect
- Values personal health
- Respects and appreciates multi-cultural diversity

Effective Communicators

A student who is an effective communicator:

- Writes and speaks in a clear, organized, and compelling manner consistent with the conventions of the English language
- Listens actively and respectfully
- Produces work that reflects a variety of thinking and reasoning skills
- Recognizes and articulates the points of views of others

Critical Thinkers

A student who is an effective critical thinker:

- Acquires, analyzes, and synthesizes information
- Considers alternative solutions in making decisions, drawing conclusions, solving problems, and resolving situations
- Defines and applies problem-solving processes and critical thinking skills to life beyond high school.
- Makes responsible choices based on inquiry, analysis, and evaluation of information, details, and evidence of his/her own ideas

Technologically Literate

A student who is technologically literate:

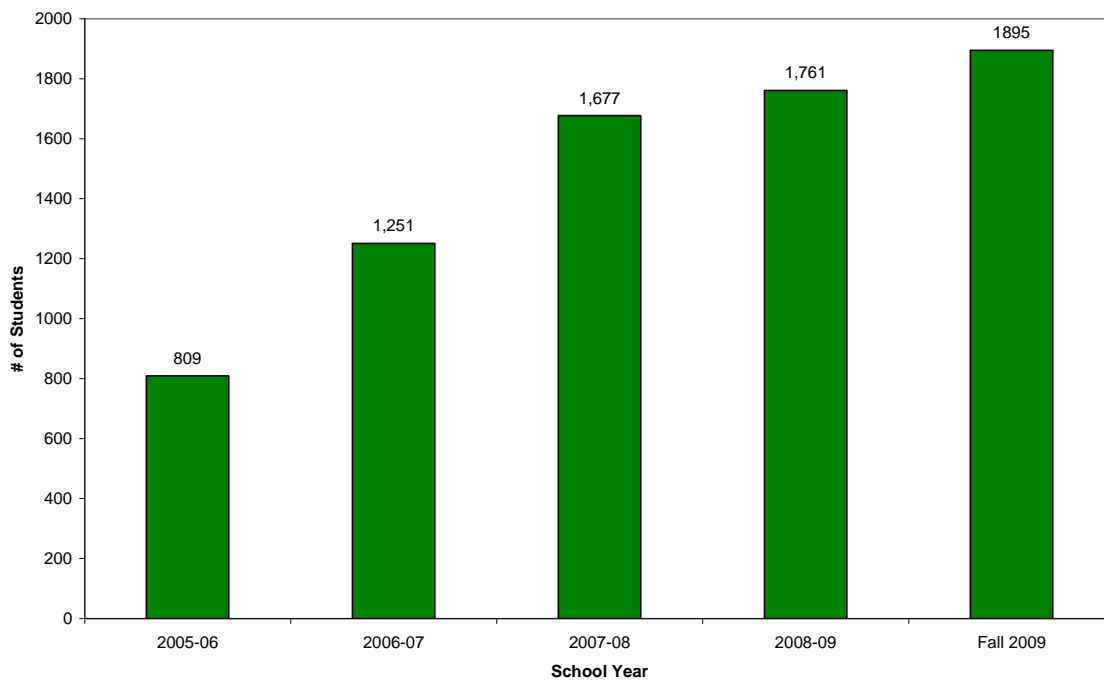
- Accesses, organizes, processes, and evaluates digital information
- Selects and uses appropriate technology for communication and problem solving
- Understands and respects the ethical use of technology
- Demonstrates a level of technological literacy which allows them to use both hardware and software effectively
- Has a strong foundation on which to build a life in a world of information and technology

STUDENT AND COMMUNITY DEMOGRAPHICS

The enrollment numbers at RVHS have risen each year since opening. The original projection was for a school of approximately 1,650 students; however, many more families have opted for the 4X4 Block schedule as the following table and chart indicate. Subsequently, RVHS is currently over the expected enrollment by 245 students.

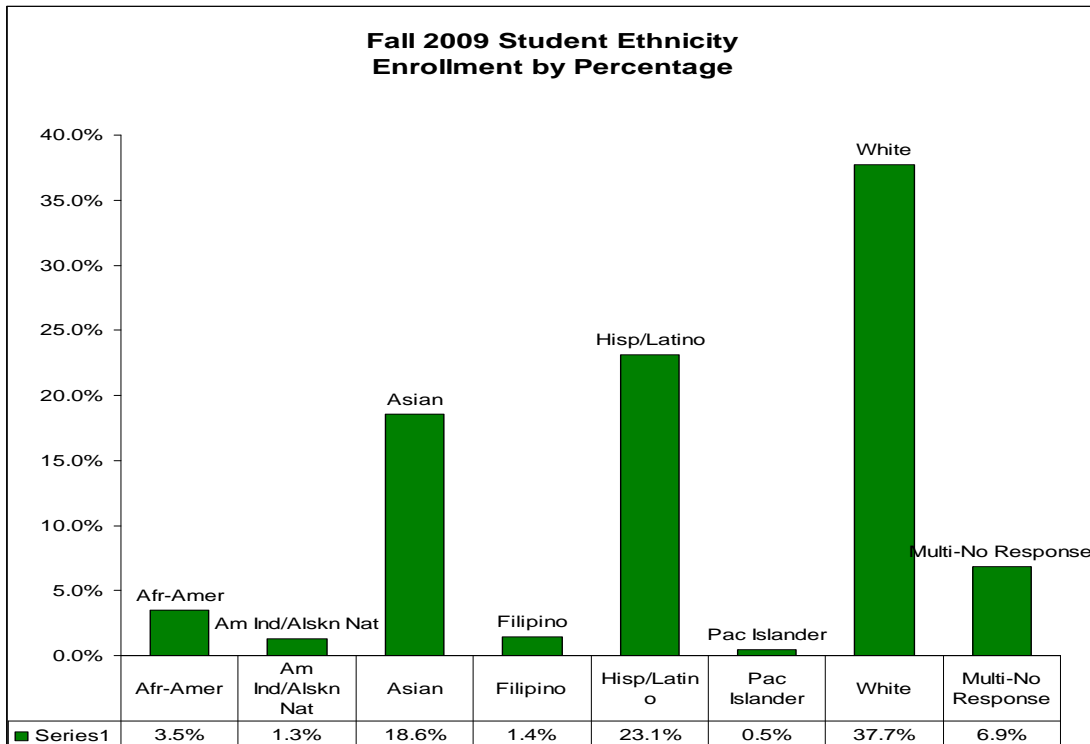
RVHS: Number of Students Enrolled by Grade and School Years					
	9	10	11	12	Total
2005-06	499	310	0	0	809
2006-07	487	463	301	0	1,251
2007-08	497	465	432	283	1,677
2008-09	445	468	450	398	1,761
Fall 2009	531	434	474	456	1895

RVHS Enrollment by Years



A closer analysis of the demographics of RVHS demonstrates a growing level of diversity in the student population which reflects that of the community. The U.S. Census reported a 19.4% growth in overall population for Yuba City, CA from 2000-2006. By juxtaposing the data from the 2000 Census with RVHS enrollment data, a trend of growing diversity becomes evident.

Number of Students Enrolled by Ethnicity at RVHS								
	African-Amer.	American Indian/Ala Native	Asian	Filipino	Hispanic/Latino	Pacific Islander	White	Multiple/No Response
2005-06	40	12	127	13	202	10	403	2
2006-07	44	17	200	21	334	9	592	34
2007-08	61	31	305	26	422	11	712	109
2008-09	66	24	352	27	438	9	715	130



Yuba City Demographic Data	
	Yuba City
Population, 2006 estimate	60,360
Population, percent change, April 1, 2000 to July 1, 2006	19.4%
Population, 2000	36,758
White persons, percent, 2000	67.0%
Black persons, percent, 2000	2.8%
American Indian and Alaska Native persons, percent, 2000	1.8%
Asian persons, percent, 2000	8.9%
Native Hawaiian and Other Pacific Islander, percent, 2000	0.3%
Persons reporting two or more races, percent, 2000	4.9%
Persons of Hispanic or Latino origin, percent, 2000	24.6%

Source: US Census (<http://quickfacts.census.gov/qfd/states/06/0686972.html>)

CERTIFICATED STAFF DEMOGRAPHICS

Like the increasing student population, the staff at RVHS has grown significantly over the past five years. When RVHS opened there were 52 certificated and 39 classified staff; as of the fall of 2008 we had expanded our staff to 175 staff members with 111 certificated and 64 classified personnel. Of the current staff 63 are male and 112 female. The staff at River Valley High School, while continuing to increase in diversity, is currently 74% White, 12% Hispanic or Latino, 4% Asian, 2% American Indian or Alaska Native and one staff member is Filipino. As of 2007-08 report, 18% have a bachelor's degree, 54.7% have a bachelor's plus 30 units, and 13.7% have a master's degree. The average years of education service is 10.2 years. RVHS has 1% of teachers on an emergency credential, 2% district interns, 2% university interns, and 94% with a full teaching credential.

STUDENT PERFORMANCE DATA**CST RESULTS:**

An analysis of the CST Results shows some groups lag behind others. Specifically, the English Learners and Students with Disabilities sub groups. Several steps have been taken to address the achievement gap on the CST with regard to these groups. Learning Strategies provides special services to the Students with Disabilities sub group. For the English Learners, the ELD staff has been trained with specific strategies to improve student learning and performance. While the training has been useful, the ELD staff requires time to collaborate and refine the strategies. Until the 2009-2010 school year little to no time has been allotted to the staff to analyze data. The new administration has agreed to providing time during minimum days and staff meetings.

- *All data below is based on California Department of Education statistics*

ELA % Proficient or Advanced 2008-2009			
Group	9	10	11
All Students	56%	45%	34%
Afr-American	59%	36%	35%
Asian	62%	52%	32%
Filipino	*	91%	*
His or Latino	47%	38%	28%
White	60%	47%	41%
Econ Disadv	45%	37%	22%
English Learners	4%	5%	0%
Students w/ Dis	13%	2%	3%
Mig Ed	59%	28%	0%
Male	52%	37%	27%
Female	61%	54%	41%

General Math % Proficient or Advanced			
2008-2009			
Group	9	10	11
All Students	24%		
Afr-American	27%		
Asian	17%		
Filipino			
His or Latino	25%		
White	27%		
Econ Disadv	22%		
English Learners	18%		
Students w/ Dis	13%		
Mig Ed			
Male	27%		
Female	20%		

Algebra 1 % Proficient or Advanced			
2008-2009			
Group	9	10	11
All Students	28%	22%	6%
Afr-American			
Asian	35%	35%	20%
Filipino			
His or Latino	21%	26%	0%
White	28%	17%	0%
Econ Disadv	24%	24%	7%
English Learners	15%	18%	
Students w/ Dis			
Mig Ed			
Male	31%	25%	6%
Female	25%	20%	4%

Integrated Math 1 % Proficient or Advanced			
2008-2009			
Group	9	10	11
All Students		16%	11%
Afr-American			
Asian			
Filipino			
His or Latino		0%	8%
White	25%	23%	
Econ Disadv		15%	9%
English Learners			
Students w/ Dis			
Mig Ed			
Male		23%	5%
Female		5%	19%

Geometry % Proficient or Advanced			
2008-2009			
Group	9	10	11
All Students	34%	4%	9%
Afr-American			
Asian	32%	0%	8%
Filipino			
His or Latino	27%	3%	9%
White	38%	9%	11%
Econ Disadv	29%	0%	7%
English Learners			
Students w/ Dis			
Mig Ed			
Male	37%	3%	4%
Female	33%	5%	13%

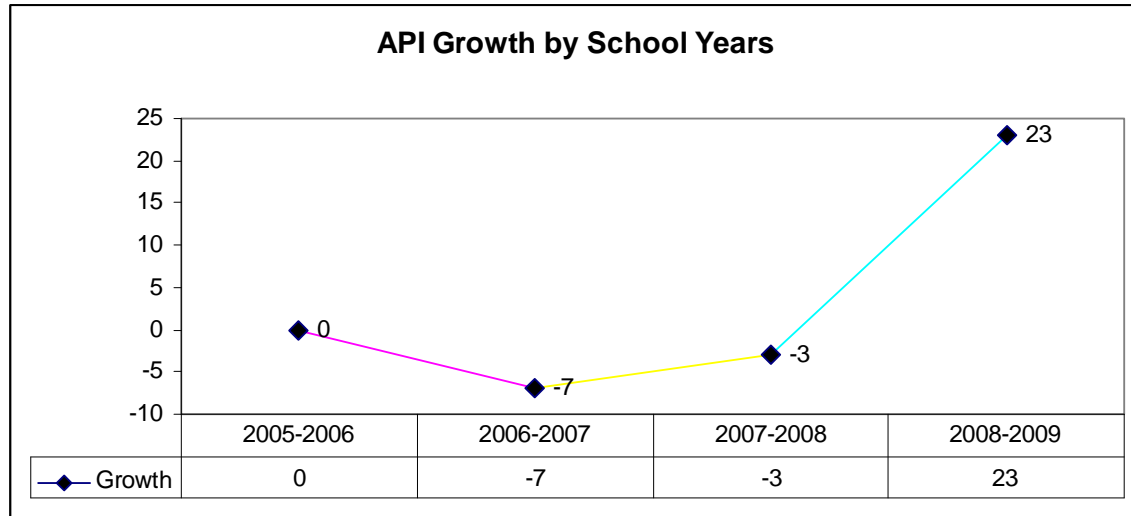
Integrated Math 2% Proficient or Advanced			
2008-2009			
Group	9	10	11
All Students			13%
Afr-American			
Asian			
Filipino			
His or Latino			
White			
Econ Disadv			
English Learners			
Students w/ Dis			
Mig Ed			
Male			
Female			

Algebra 2 % Proficient or Advanced			
2008-2009			
Group	9	10	11
All Students		25%	5%
Afr-American			
Asian		29%	19%
Filipino			
His or Latino		9%	6%
White		28%	
Econ Disadv		21%	7%
English Learners			
Students w/ Dis			
Mig Ed			
Male		30%	12%
Female		22%	0%

Summative High School Math % Proficient or Advanced			
2008-2009			
Group	9	10	11
All Students		53%	27%
Afr-American			
Asian			17%
Filipino			
His or Latino			23%
White			35%
Econ Disadv			19%
English Learners			
Students w/ Dis			
Mig Ed			
Male			33%
Female		46%	22%

ACADEMIC PERFORMANCE INDEX (API)

For the school years 2005-2008, RVHS failed to meet its target API for All Students. However, each year there was incremental improvement. For the 2008-2009 school year, RVHS exceeded its growth target for API improving 23 points; moreover, all subgroups met their target growth. The explanation for this growth is multifaceted. There was a more focused effort by the staff and administration. The content areas implemented common assessments which helped tailor instruction to certain key standards. While there was no time provided for data analysis, there were informal talks amongst staff regarding the effectiveness of instruction and the assessments. Additionally, a new assistant principal provided more organization for the process and helped create a more positive tone during testing (encouraging announcements to students and staff over the intercom). This helped foment an atmosphere of importance surrounding the standardized tests, and the students responded. The Hispanic/Latino subgroup had the most significant increase. The results demonstrate that there is a need to increase the rigor for all students in order to improve the learning outcomes, but there is a specific need to target the ELLs, Economically Disadvantaged, and Students with Disabilities.

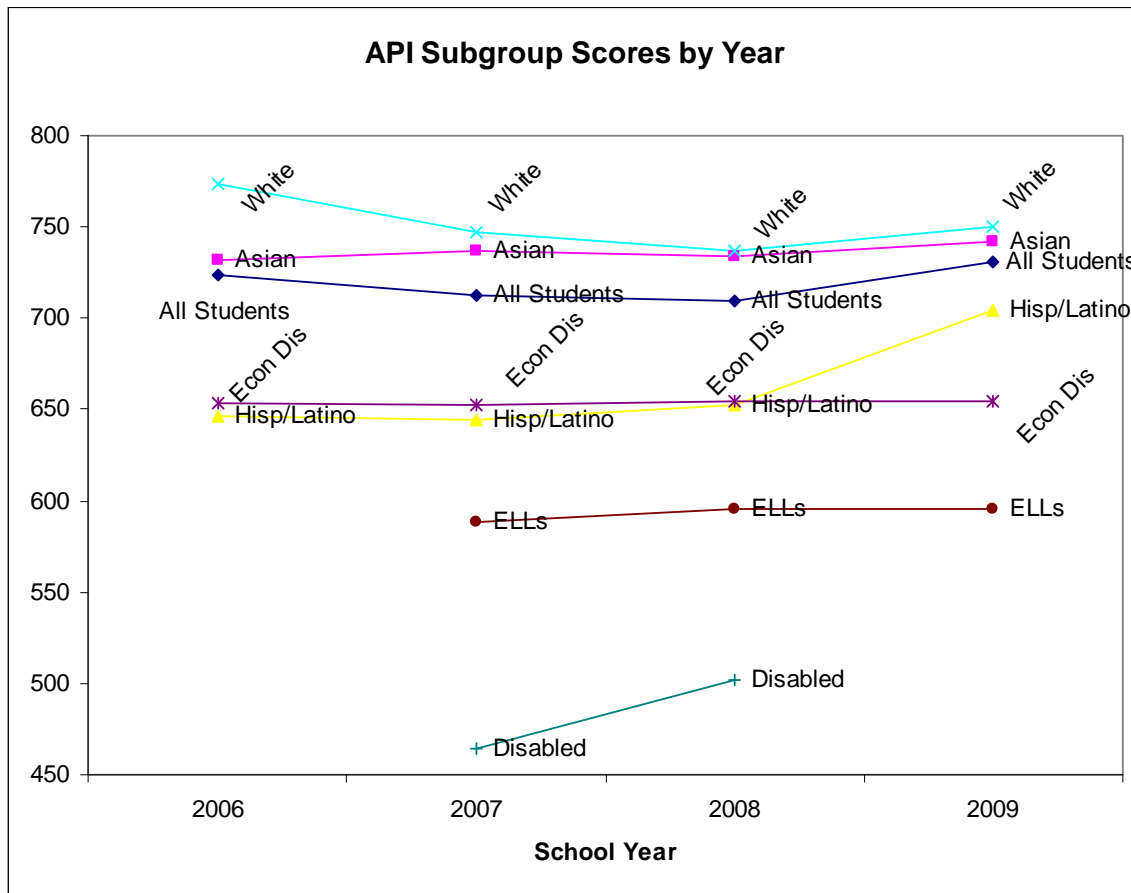


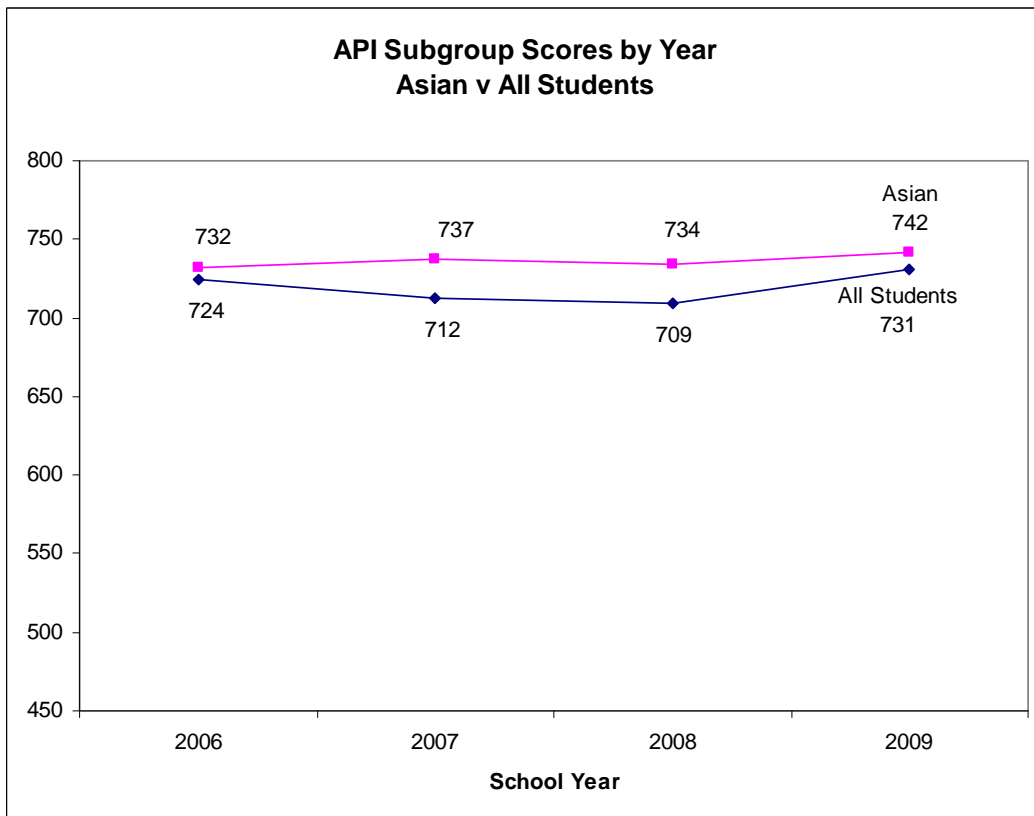
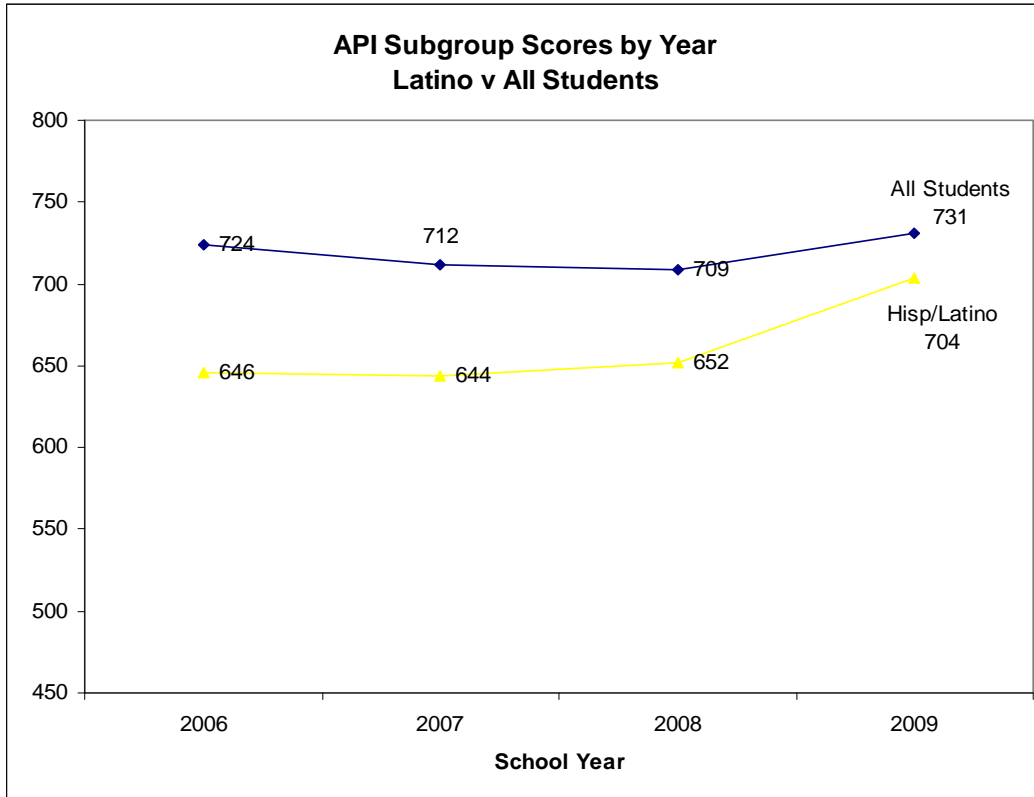
API by Subgroup 2008-2009

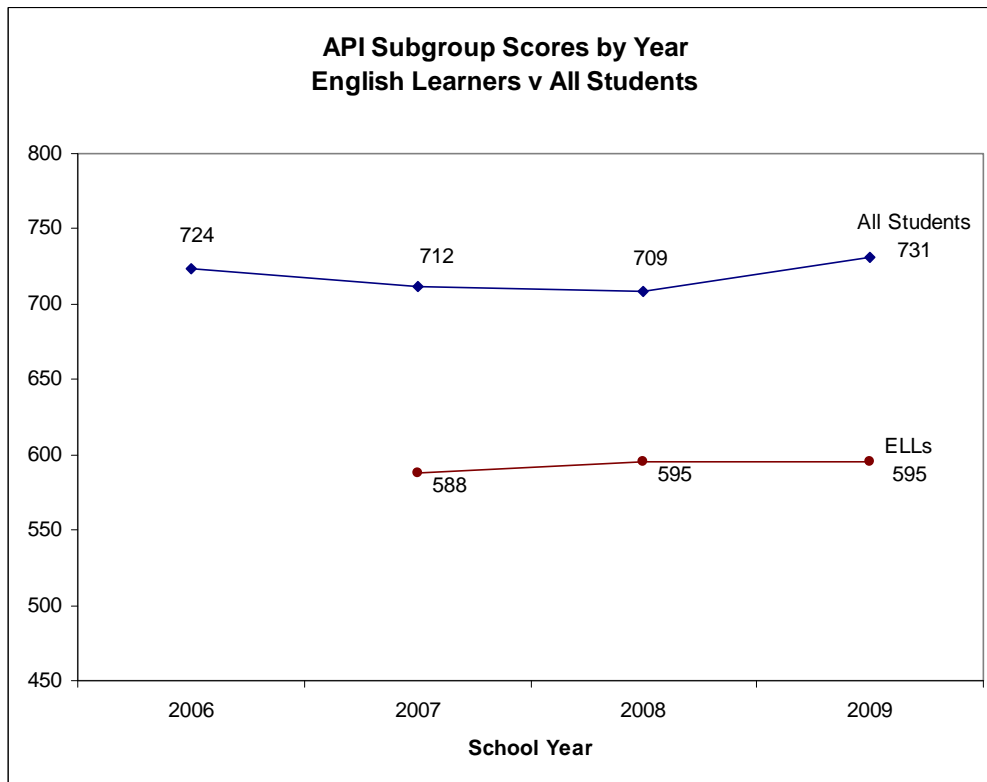
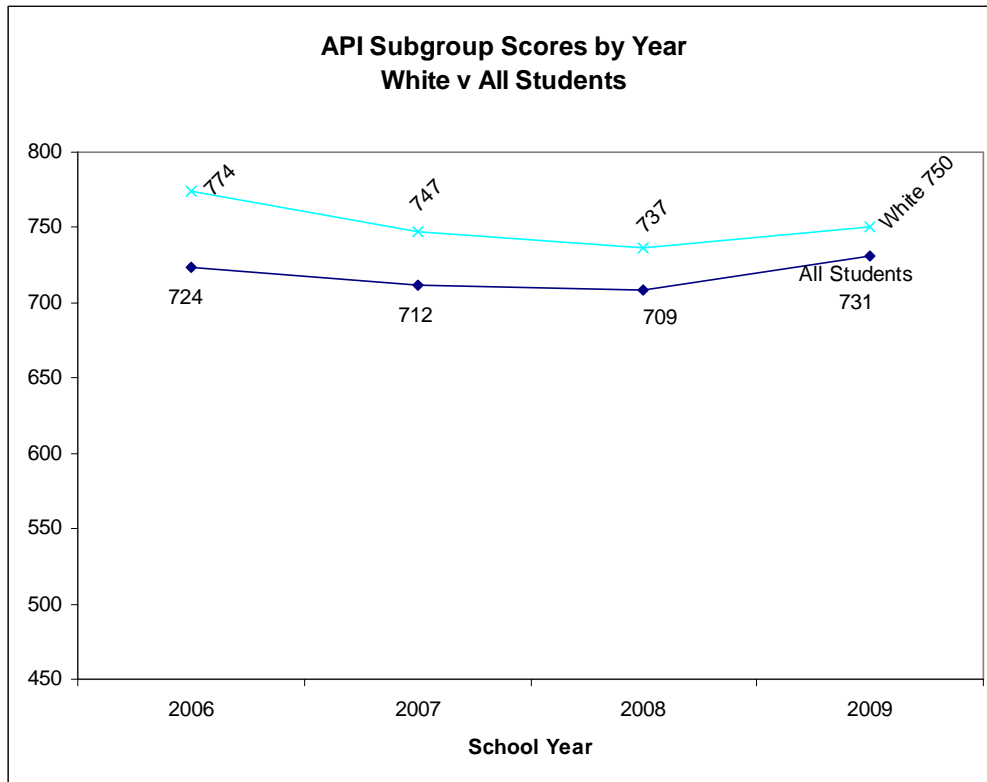
2008 Base API	2009 Growth API	2008-09 Growth	Met 2009 API Criteria	Alternative Method
708	731	23	Yes	

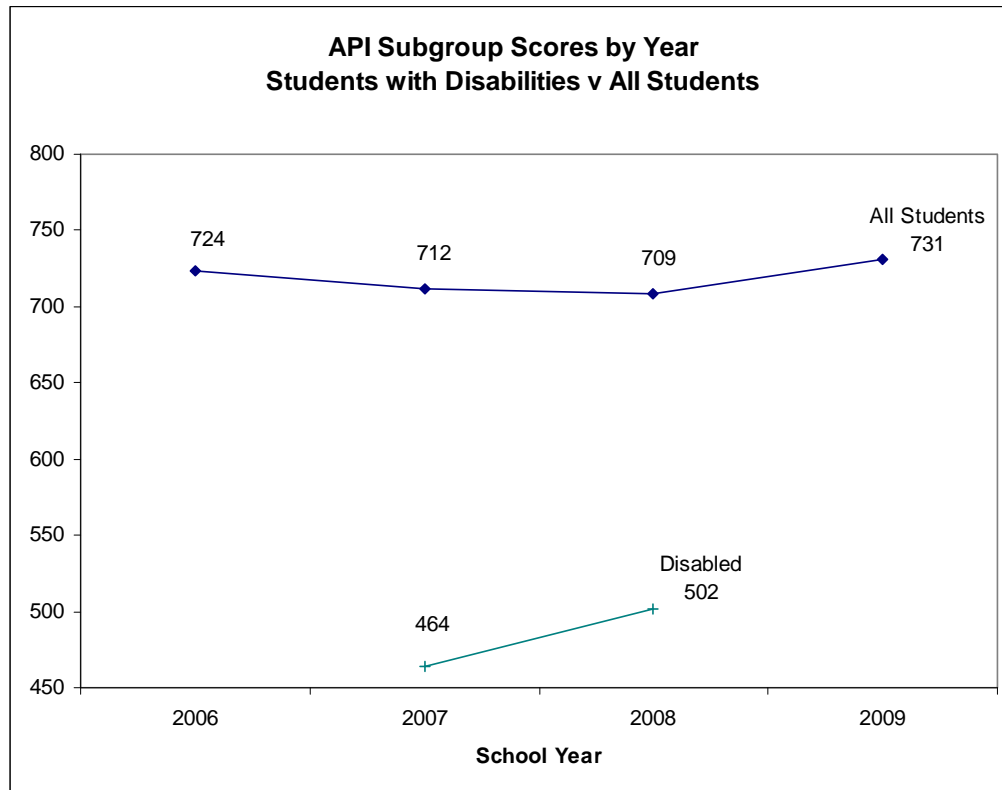
Subgroups	Number of Students Included in 2009 API	Numerically Significant in Both Years	Subgroup API					
			2009 Growth	2008 Base	2008-09 Growth Target	2008-09 Growth	Met Subgroup Growth Target	
African American	68	No						
American Indian or Alaska Native	16	No						
Asian	270	Yes	742	734	5	8	Yes	
Filipino	26	No						
Hispanic or Latino	320	Yes	704	652	7	52	Yes	
Pacific Islander	6	No						
White (not of Hispanic origin)	501	Yes	750	737	5	13	Yes	
Socioeconomically Disadvantaged	621	Yes	683	654	7	29	Yes	
English Learners	245	Yes	636	595	10	41	Yes	
Students with Disabilities	121	No	543					

SUBGROUP TO ALL STUDENT COMPARISON CHARTS









AYP AND FEDERAL INTERVENTION DATA

With regard to Adequate Yearly Progress, for the first three years RVHS met all of its targets; however, this was accomplished under the Safe Harbor exception, so more work is needed to reverse the downward trend in scores for all populations. The 2008-2009 numbers show RVHS met 25 of 26 criteria. The English Learner subgroup did not meet its target growth of 44.5% in ELA. However, the ELLs did improve 5% from the 07-08 to the 08-09 results.

Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2009 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2009 AYP Criteria	Alternative Method
Schoolwide	456	456	100	Yes		458	458	100	Yes	
African American or Black	25	25	100	--		25	25	100	--	
American Indian or Alaska Native	7	7	100	--		7	7	100	--	
Asian	87	87	100	Yes	<u>ER</u>	87	87	100	Yes	<u>ER</u>
Filipino	11	11	100	--		11	11	100	--	
Hispanic or Latino	129	129	100	Yes		130	130	100	Yes	
Pacific Islander	3	3	100	--		3	3	100	--	
White (not of Hispanic origin)	189	189	100	Yes		189	189	100	Yes	
Socioeconomically Disadvantaged	239	239	100	Yes		240	240	100	Yes	
English Learners	93	93	100	Yes	<u>ER</u>	94	94	100	Yes	<u>ER</u>
Students with Disabilities	45	45	100	--		45	45	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 44.5 % Met all percent proficient rate criteria? No					Mathematics Target 43.5 % Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2009 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2009 AYP Criteria	Alternative Method
Schoolwide	428	247	57.7	Yes		430	247	57.4	Yes	
African American or Black (not of Hispanic origin)	23	11	47.8	--		23	8	34.8	--	
American Indian or Alaska Native	7	--	--	--		7	--	--	--	
Asian	81	47	58.0	Yes		81	56	69.1	Yes	
Filipino	11	10	90.9	--		11	7	63.6	--	
Hispanic or Latino	119	57	47.9	Yes		120	58	48.3	Yes	
Pacific Islander	3	--	--	--		3	--	--	--	
White (not of Hispanic origin)	179	114	63.7	Yes		179	113	63.1	Yes	
Socioeconomically Disadvantaged	217	106	48.8	Yes		218	110	50.5	Yes	
English Learners	85	27	31.8	No		86	41	47.7	Yes	
Students with Disabilities	43	7	16.3	--		43	8	18.6	--	

GRADUATION RATE

RVHS has only had two graduating classes in its brief history; however the graduation rate is well above the mandate of 83.1%.

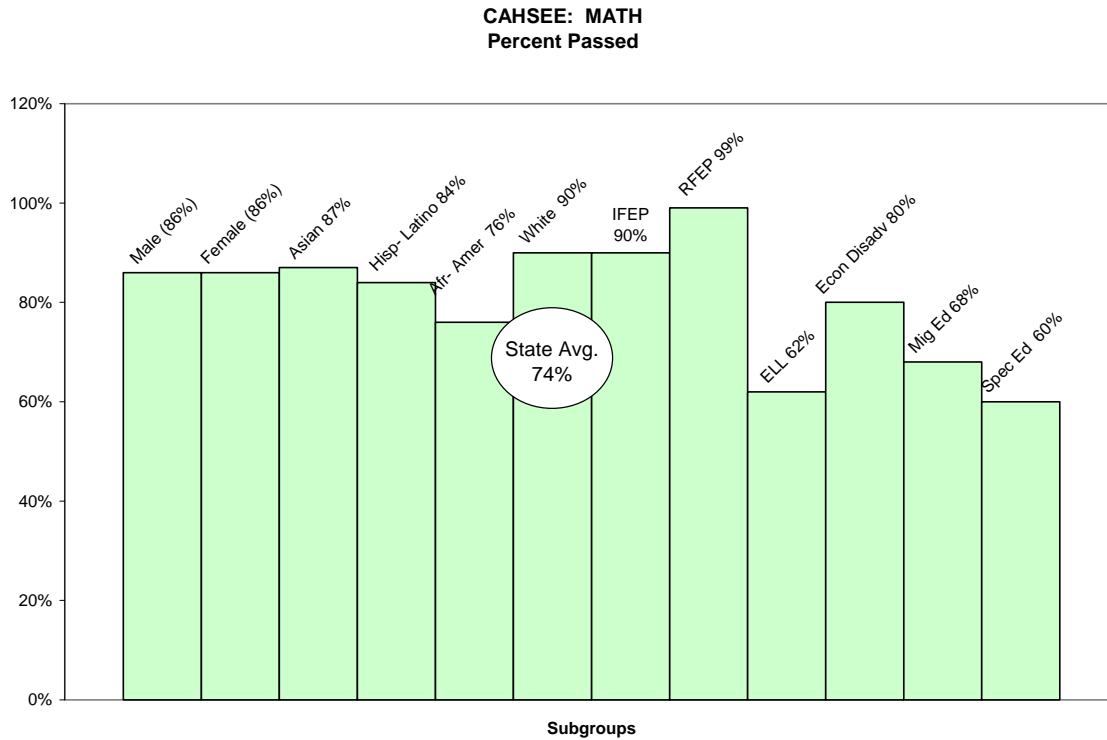
Rate for 2008, Class of 2006-07	Rate for 2009, Class of 2007-08	Change	Average 2-Year Change	Met 2009 Graduation Rate Criteria	Alternative Method
100.0	90.1	-9.9	N/A	Yes	

CAHSEE RESULTS

RVHS students outperform both the district and state averages on the CAHSEE. When all students are compared to the state average, RVHS is 11% better in ELA and 12% better in Math. Some subgroups lag behind in both ELA and Math. Specifically English Language Learners, Migrant Ed, and Special Education students fall below the state average for all students in ELA. While the same groups are below the state average for all students in Math, the gap is much smaller. RVHS has several programs in place to help these students. They include the ELD program, Learning Strategies, after school tutoring, a CAHSEE class, and after school CAHSEE study sessions.

CAHSEE: ELA Percent Passed





ENGLISH LANGUAGE LEARNERS

While data analysis has been sporadic, the school realized it was not serving the English Language Learner population well. A reformatted ELD program was constituted for the 2008-2009 school year. Previously, ELL students were placed in classes with only the CELDT and CST test scores taken into consideration. At present, there is an ELD Coordinator who is developing a system through which the ELL population will be better served through a more holistic score of all academic achievement. This process has just been initiated and needs to be more fully developed. An outside consultant was brought in to train the ELD staff with specific strategies.

D and F DATA

The number of Ds and Fs at RVHS remains high at close to 40% in each grade. Informal discussions occur regarding this, but no time has been allotted for sophisticated analysis and disaggregation. Most of the staff agree the reason for such high numbers is not the difficulty and rigor of the curriculum. Some have postulated there is a correlation between the 100 extra credits at RVHS a student may take over the district set graduation requirements of 220. The

hypothesis is, some students underperform because they know they can make up the credits easily. There has been discussion at the district level of raising the graduation requirements; however, this was done as part of creating a one option schedule between both comprehensive high schools in the district. Currently Yuba City High School has a six period schedule while River Valley uses the 4X4 Block. The community did not support the one schedule option, so the discussion of raising the graduation requirements has been tabled. Attendance, class size of remedial classes and lack of enforcement of prerequisites may also factor in and account for the number of Ds and Fs; however, no study has been performed to ascertain the veracity of these hypotheses.

DISCIPLINE

One of the areas which has seen great improvement at RVHS is in discipline. The data show a tremendous discrepancy between the state and RVHS numbers at the opening of the school. The most alarming was in 2005-2006 when suspensions occurred at a rate over 13 times the state average. This can be attributed to many factors: the newness of the school and the block schedule with 90 minute classes, a large percentage of students enrolled but not assigned to classes for the first two weeks of school, staff unfamiliar with the block schedule, no upper classmen, the majority of certificated staff were of temporary and probationary status, supplies and materials not present at the start of the school year, a lack of classified staff, a closed campus, and an inexperienced administration team. Yet each year has seen an improvement.

The latest administration works hard to build a consensus of all stakeholders with regard to providing a safe learning environment. Some of the programs in place are parent and student orientation, LINK Crew (welcomes and guides freshmen throughout the year), more on site security, administrative peer review of discipline, and a Start of School Assembly led by students to review the rules of the school.

	Suspension and Expulsion Rates					
	RVHS			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	66	44.2	22.2	21.3	17	15
Expulsions	2.7	1.6	1.2	1	0.5	0.4

2008-09 River Valley High School Reporting Form
for UMIRS Data

October 2008 CBEDS Enrollment:	Number of students with an unexcused absence or tardy of more than 30 minutes on 3 or more days (truants).	Truancy Rate (Number of Truants/Enrollment).
1,761	566	32.14%

Ed Codes	Ed Code Text	Number of Expulsions	Number of Suspensions
48900(a)(1)	Related to physical injury to another person	5	134
48900(c)	Related to possession or sale of controlled substances, alcohol, or intoxicants.	6	21
48900(f)	Caused or attempted to cause damage to school property or private property		5
48900(g)	Stole or attempted to steal school property or private property		14
48900(h)	Related to possession or use of tobacco products		17
48900(i)	Committed an obscene act or engaged in habitual profanity or vulgarity		25
48900(j)	Related to possession or sale of drug paraphernalia		2
48900(k)	Related to disruption of school activities or willful defiance		36
48900(o)	Related to intimidation of a witness		1
48900.2	Related to sexual harassment		2
48915(a)(2)	Possession of any knife or other dangerous object of no reasonable use to the pupil		1
48915(a)(3)	Related to unlawful possession of controlled substances	1	

	Overall Total:	12	258
	Violence/Drug Total:	12	178
	Violence/Drug Rate (Violence/Drug Total / Enrollment):	.68%	10.11%
	Total of Persistently Dangerous Expulsions Only:		N/A
	Number of Non-Student Firearm Incidents:		
Was school at risk of being designated "persistently dangerous" for 2006-2007? NO!	Was school at risk of being designated "persistently dangerous" for 2007-2008? NO!	Was school at risk of being designated "persistently dangerous" for 2008-2009? NO!	

The number of disciplinary actions at RVHS remains above the state average to date, but the trend shows a consistent drop in all categories. Much can be attributed to the growth of the staff. The majority of the staff now have permanent status. Additionally, they have been trained in teaching on the block schedule and have adjusted classroom management practices. Also students are now more comfortable with the longer classes. The district has acted as well by assigning more experienced assistant principals to the school.

STAFF DEVELOPMENT

There are several staff development programs at RVHS. These are primarily through the use of outside consultants. The ELD program utilizes Kevin Clark to improve strategies with ELLs; however, it appears that the most important change has occurred due to internal efforts of the ELD staff who meet every six weeks in order to collaborate, analyze data, and align instruction, and the creation of an ELD Coordinator position.

The school has also used a consultant who utilizes a form of the Madeline Hunter model for effective instructional practices; however, the method in which the training has been

implemented has been problematic. For instance, only a small portion of the staff received the training, and there was no review of the effectiveness of the strategies from the staff. This resulted in little staff buy-in for the strategies. The way in which this particular consultant was used gave rise to a debate for the need of an evaluation process of consultants and the need for a written plan for professional development. Unfortunately, no evaluation was implemented and no plan was developed under the previous administration.

The last consultant on campus comes from the International Center for Leadership in Education (ICLE). This outside consultant performed an evaluation of the school. The report includes results of staff, administration, and student surveys. From this report and a two day conference, the staff developed three top priorities for the immediate future.

Lastly, it should be noted that under the current budget, the use of outside consultants has been criticized by the staff, the community, and even some school board members as teachers who have contact with students received lay-off notices, but the district chose to keep some consultants. Furthermore, there is a sentiment that RVHS has expertise on staff which is underutilized with regard to staff development. All of this has contributed to a malaise and a lack of staff buy-in to certain programs; however, findings from the independent ICLE report confirmed a key strength of the school is the willingness of the staff to try new strategies. The missing component appears to be a communication structure which allows staff to evaluate and provide input on the various consultants and professional development programs proffered by the district.

PROGRAMS AND EXTRACURRICULAR ACTIVITIES

RVHS provides opportunities for students to enroll in career-technical education (CTE) programs and college readiness courses through the A-G plan. Of the RVHS students, 57.8% are enrolled in courses required for admission to University of California and California State University systems. Each student at RVHS is assigned to a counselor. The average counselor-to-student ratio is about 1:335. All students receive an individual graduation plan at RVHS. Counselors perform feeder school presentations to all 8th graders. Additionally, counselors do yearly class presentations followed by one-on-one transcript review and course selections for 8th, 9th, 10th and 11th graders. However, there needs to be better communication between all the stake holders with regard to counseling as there is a general lack of awareness and reinforcement of counseling services.

The 2008-09 student handbook lists 54 student clubs/organizations. These include various academic, athletic, service-oriented, leadership and art programs, and extracurricular activities to develop student interest and skills.

The willingness of the staff to volunteer their time in support of the students' interest is one of the key strengths of this school. Since its first year of operation in which there were only sophomore and freshman students, RVHS has added many AP and Honors classes as well as ELD and support classes to provide for the students' needs.

Highlights:

- Athletics' Program
- Link Crew: Transitional program for freshman
- Peer Tutoring
- Peer Conflict Managers
- The AVID program has grown every year. The first graduating class (2008) had 25 students while the class of 2011 has an enrollment of 55 students.
- AP Courses: Calculus A/B, Chemistry, English Language and Composition, English Literature and Composition, Physics B, Studio Art 2, US History, World History
- Weighted Honors Courses: Biology 2 (H), Economics C, English 4C: Multicultural Myths and Legends, English 4C, French 3, Honors Chemistry, Punjabi 3, Spanish 3, American Government C
- ELD program has increased its effectiveness at reclassifying ELLs to fluent
- Career Cruising Unit: Investigate careers and colleges
- Numerous clubs from ethnic to service learning: Clubs' Day, Multicultural Fair, Punjabi Day
- College and Career Day

SUMMARY OF THE SURVEY RESULTS:

The main issue that arises when viewing the survey results is communication. In general the staff expressed a sentiment that their input is not considered when changes are made nor are they consulted on the efficacy of existing policies. The ICLE study of RVHS reveals the following needs.

Areas of Need:

1. There needs to be an across-the-board understanding and implementation of rigorous and relevant instructional strategies.
2. Teachers should have opportunities on a regular basis for collaboration in teams to review and modify instructional practices.
3. Leaders need to identify high-priority standards (focus standards) and protocols for backward design of the curriculum to improve instruction.
4. Faculty members need time to work in interdisciplinary teams to create learning experiences linked to high-priority standards that focus on the application of knowledge in real-world settings.
5. Administrator and counselor turnover has to be reduced.

(excerpted from ICLE Report)

After a two day conference which included content leaders, teachers, counselors, and administrators, it was agreed a collaborative structure to promote best practices, to facilitate the cycle of inquiry, to foster communication and cohesion amongst staff is needed to address these concerns.



River Valley High School

Home of the Falcons

WASC Self-Study Report 2009

Chapter 2

Profile Summary



Chapter 2: Analysis of Profile Data

Areas of Strength

- Having a 4X4 block has allowed for more substantial time periods to be dedicated to helping students develop necessary skills to be successful in high school and further teacher-student relationships.
- The school's suspension rate dropped 52% overall from 2005-06 to 2008-09 and was at a four-year low in 2008-09 at 14.4%.
- CAHSEE pass rates have been consistently improving. Furthermore, RVHS students outperformed both the district and state averages.
- In test participation, the high school has met the AYP target of 95% participation for all students and mandatory subgroups for four consecutive years in reading and math. Additionally, RVHS met 25 of the 26 AYP targets for 2008-09, missing our target with our ELL students.
- After four years of consistently dropping CST scores, RVHS broke that trend in 2008-09 school year with a 23 point gain, keeping the school out of PI.
- AP class options have improved tremendously. We offered only two AP classes in the 2006-07 school year, due mainly to the lack of a senior class, but nine in 2008-09 with 299 students participating. We are trying to further improve this program by establishing a consistent AP Coordinator, a position that has been held by a different teacher every year, and by actively seeking means of incorporating more underrepresented groups of students.
- Our AVID program has consistently grown: only 137 students enrolled in 2005-06, but a total of 398 students are enrolled in 2009-10
- RVHS provides opportunities for personal skill development and to encourage students to become independent learners and more engaged in their learning including:
 - opportunities for students to engage in clubs/organizations, athletics, and college support programs (e.g., AVID)
 - peer tutoring and peer conflict managers
 - Career Cruising and development of four-year plans
 - recognition of student accomplishments, such as Quarterly Academic Awards Ceremony and perfect attendance recognition
 - focused professional development and structures to enhance student engagement (ELD training, Madeline Hunter model, and cycles of inquiry)
- RVHS has established interventions for underperforming students and struggling learners, such as CAHSEE tutoring, peer and teacher tutoring after school, and peer tutors from the AVID (Advancement Via Individual Determination) program during the day.
- The counseling department has a practice in place that aides students in their transition into and out of high school, such as, yearly individual help in class selection, on-going transcript review, a sophomore 4-year plan meeting with parents and student, feeder

school visitation, and Fall Term Parent Night (Senior College Night, Financial Aide, Cash for College, etc).

- RVHS students have access to other postsecondary readiness programs, including ROP classes, Advancement Via Individual Determination (AVID), Work Experience and a 2+2 Program with Yuba College.
- The directed use of data to better inform instruction and decision making has begun to be more systemically infused at the school through the creation of pacing guides and common assessments; all departments have at least one common assessment, while math, ELA, and ELD have four. Furthermore, faculty and staff are willing to increase the data-driven decision-making process.
- Opportunities for interactions with the local community are made available through the activities of career center, CTE programs, ROP, the counseling center, AVID, and other postsecondary bridge programs.
- As a part of the district's Student Assistance Program, the school has a Student Support Team structure in place to help provide support via a plan of intervention for students who are struggling because of substance abuse, academic problems, and other learning difficulties.
- In addition to teacher referrals, counselors and teachers use state test scores, progress reports, and benchmark assessments to support decisions related to scheduling, and there is ongoing assessment with the leveled-class system.

Areas of Growth

- While RVHS achieved its Academic Performance Index (API) target with a 23 point increase, RVHS missed its Adequate Yearly Progress by 1 criterion--high percentages of students within multiple subpopulations continue to underperform (rated as Not Proficient) on high stakes testing (CAHSEE and CST).
 - Although our passing rates were above the state average for the high school exit exam, over 50% of our students scored below proficient on both ELA and math on CAHSEE
 - In multiple subpopulations (Hispanic or Latino, economically disadvantaged, ELLs, students with disabilities, and students receiving migrant education services), 50% or more of students were rated as Not Proficient on the high school exit exam in the ELA and mathematics sections.
 - High percentages of students within multiple subpopulations continue to underperform (below Proficient or Advanced) on the ELA, mathematics, and history-social science sections of the California Standards Test (CST).
 - 90% of ELLs scored Not Proficient on all sections of the CST
 - The school has a statewide API rank of 4 and a similar schools rank of 2; RVHS experienced a decrease in similar schools API ranking, from 6 to 4 from the 2006-07 to 2008-09 school years.
- Clarity and strategic development of vision and mission must be aligned across all stakeholders; vision/mission statements should be reflected electronically and in print (e.g. in handbooks and other formal documents).

- Students, Staff, and all stakeholders need to be better informed regarding school purpose and schoolwide goals.
- The administration needs to provide ongoing support and training for teachers in using a variety of forms of student data to drive instructional planning and decision-making and to afford the time they need to analyze data and to collaborate in the decision-making process for developing focus standards for curriculum development and pacing guides.
- Time should be allotted for collaboration within and across content teams to enable interdisciplinary connections, to engender a common language and academic vocabulary, and to encompass an across-the-board understanding and implementation of rigorous and relevant instructional strategies.
- Although the staff has had a multitude of discussions about how best to tackle the D/F issue, at present there has not been time allotted to disaggregate and analyze this data to formulate an effective strategy to improve student performance.
- A professional development plan needs to be developed involving all stakeholders in order to meet the needs of students and staff, and to enhance opportunities for continuous improvement.
- The district needs to stabilize administrator and teacher turnover. The constant changes in the school structure have slowed the school's course of development and continue to challenge staff to remain highly flexible.
- Although there is a system in place to assist students to make choices that ensure equitable opportunities for all students to complete necessary college readiness courses (e.g., A-G requirements, AP classes) across all four years, especially with respect to the leveled-course system, communication of these services need to be improved.
- RVHS needs to ensure equitable opportunities for all students to complete necessary college readiness courses (e.g., A-G requirements, AP classes) across all four years, especially with respect to the leveled-course system.
- Increase opportunities for underrepresented students to enroll in the array of electives, and increase access to AP and dual-enrollment courses.
- Postsecondary preparation support for students should be enhanced via the Counseling Department and new programs and structures should be added to ensure the successful transition of students into and out of high school.

The following implications were drawn from the comprehensive analysis of River Valley High School data:

1. There is a need to provide teachers with time to collaborate and analyze data in order to better serve the students.
2. There is a need to clarify and develop a unified Mission/Vision to guide all stakeholders.
3. There is a need to define rigor and relevance across all stakeholders, and to implement a system of instruction ensuring all students have access in all classrooms.
4. There is a need to incorporate teacher input with regard to professional development opportunities, as well as a forum in which best practices can be shared.
5. There is a need for a Career and Technical Education program that leads students into the work force
6. There is a need to reduce turnover in counseling and administration

7. There is a need to reduce the numbers of D's and F's
8. There is a need to narrow the gap and increase the CST scores within all subgroups, with a special focus on the ELL population
9. There is a need to develop a more systematic approach to assess student achievement of ESLRs
10. There is a need for a comprehensive tracking data that looks at D/F rates, absences, truancy, and scheduling.
11. There is a need for on-site suspension
12. There is a need for more parent, community, and outside business communication with the school.

Questions

- a. What supports are appropriate to increase the percentage of students scoring proficient on the CST's? How might these supports be tailored to fit the needs of each sub group?
- b. What measures need to be taken and what programs need to be in place in order to meet the needs of our ELL population?
- c. What is being done to increase the passing rate of all students on the CAHSEE?
- d. What can we do to increase the percentage of our students taking classes to ensure they meet A-G requirements?
- e. What is the most effective model to enhance communication among staff on site; between the district and the site; between the community and the site; and between parents and the site?
- f. How can we ensure the consistent use and effective analysis of data throughout the school?
- g. What system can be put into place to ensure effective collaboration within and across content teams?
- h. What practice can we implement to address the growing problem of D/Fs at RVHS?
- i. How do we create a common understanding of rigor and relevance?
- j. How do we best decide on and implement a rigor and relevance model?
- k. How do we ensure the fiscal resources to support full implementation of the core and elective classes?
- l. How do we clarify the Mission/Vision and ESLRs and work collaboratively to ensure all students' programs provide them with the necessary instruction to meet the intent of the ESLRs?
- m. How can we involve other stakeholders to improve student learning?

Critical Focus Areas

- 1. Develop a more rigorous and relevant instructional program that will challenge all students**
- 2. Continue to focus on quality instruction through collaboration**
- 3. Review and refine the ESLRs and mission/vision statement for clarity and consensus.**



River Valley High School

Home of the Falcons

WASC Self-Study Report 2009

Chapter 3

Progress



Chapter 3: Progress Since Last Report

Significant Developments Since Last WASC Self Study Report

As a new school, we have been growing and evolving on a regular basis. Since the last report, many changes have occurred at all levels.

Area 1: Translate ESLRs into identifiable student outcomes and incorporate the curriculum throughout the grades.

- ***Assess ESLRs in the decision-making process and the alignment of programmatic needs.***

Progress has been made in this area. The ESLRs were developed by the entire staff and refined by a small group of volunteer staff members. The refinements and final ESLRs were approved by the full staff at a general staff meeting.

Posters were developed which have been posted in each of the classrooms. They are included in the Staff Handbook. At this point, some teachers purposefully and regularly incorporate them into their lesson plans. The remaining teachers incorporate large portions or all of the ESLRs automatically, without specific intent.

At this point, there is a general awareness throughout the staff of the ESLRs and their purpose, but there is little awareness by students. As a result of the latest Self Study, the ESLRs are being refined at the Content level for greater specificity and applicability.

Area 2: Assess the site professional development needs of the staff as these relate to the data results of the student learning outcomes.

- ***Develop a multi-year, written professional development plan that is directly related to increasing the student learning at River Valley High School***

For most of RVHS's history, there has not been a written multi-year plan for professional development; however, professional development has occurred. Teachers have been trained in Advanced Placement classes, AVID, the Madeline Hunter teaching model, use of technology, English Language Development, strategies for Rigor and Relevance, and 4X4 Block strategies. Through the Self Study and the development of the Action Plan, a consensus was reached on a philosophy for professional development which the Leadership Team (Administration, Content Leaders, and Counselors) will develop based on the evaluation of student and staff needs. This is included in the Action Plan and will be finalized by December 2009.

Area 3: Ensure the implementation of the newly developed individualized, student learning plans.

Ensure each recognizes student learning styles and academic success.

Monitor regularly to allow for modifications due to changing student interest and career goals.

Counselors have taken the lead in this area to help all students develop, monitor and revise their individual learning plans. They review the plans annually with the students and communicate with the parents. Teachers are encouraged to provide input about individual student needs at any time to help in the overall process. The Career Center Technician helps students explore career and educational opportunities for post graduation, and an annual course selection day is planned to begin in January 2010.

Area 4: Continue to develop and refine strategies to promote communication and collaboration within the school community which focus upon shared decision making process to ensure achievement for all students.

Processes have been developed and implemented to promote collaboration within the school community. One of the components has been the return of a modified Department Chair position in the spring of 2008, now titled Content Area Lead. This has improved communication between administration and content areas.

With regard to collaboration, in the spring of 2009 the International Center for Learning Excellence was contracted to perform a school-wide analysis. A leadership team of teachers, administrators, and counselors was formed to review the report and develop ways in which to improve the school. The team came to a consensus on improving communication and collaboration as the primary way to increase rigor and relevance. Additionally, the initial planning began to craft a professional development model based on collaboration.

In June and July of 2009, a group of teachers and administrators met to finish the Action Plan and develop the agendas for the fall staff meetings with the focus on team building. For the first time, both teachers and administration worked to develop the entire agenda. This change occurred in part due to the new principal. This shared decision making has prompted many other teachers to come forward to add agenda items.

Additional, improvements in communication are:

- The Site Council has been reconfigured and is more active and involved in the monitoring and decision-making process. There is now better student and parent representation, which provides a broader vision from all stakeholders and benefits the entire process.
- AVID SITE COUNCIL has representation from all stakeholders (students, parents, teachers, administrators, and counselors).
- Auto-dialer to communicate with parents (in the student's home language) with regard to school information: events, absences, notices, sports, etc.
- The Daily Bulletin is provided as a means of communication through a variety of avenues: it is e-mailed to every staff member daily; it is read on the public address system during first period each day; a printed version of the bulletin is provided to all staff members and posted in the classrooms; and it is posted on the school web site.
- The monthly Newsletter gives important information to families regarding the happenings at school.

Area 5: Continue to develop and refine strategies focused upon student achievement which promote communication and collaboration among staff.

Create common assessments in all subject areas.

All Core Content Areas have Pacing Guides and Common Assessments. During the 2007-2008 school year, the Pacing Guides were first developed, and two common assessments were implemented per term. In the following year, the Pacing Guides were revised. Additionally, the number of Common Assessments increased bringing the total to four per term. Most Non-Core Content Areas (Departments) have at least two Common Assessments but some have four. The Common Assessments and Pacing Guides are reviewed and modified on an annual basis.

Collect, disaggregate, analyze, and report student data.

This process is still at an emergent stage of sophistication; however, under the new administration the growing collaborative structure establishes a time for analysis (staff meetings, minimum days) and a way in which teachers may analyze the data from their classes (collaboration). ELD, English and Math lead the way in this process, and the other Content Areas are in various stages of progress.

Sources for the collection of data include daily work, individual and common assessments, CTE scores and EduSoft queries. There are individuals at the site that have received extra

training with EduSoft to aid the staff in the data collection and reporting process.

At this point, most Content Areas are beginning to use Common Assessments as part of the Cycle of Inquiry for the analysis of student performance. It is not yet an all-inclusive process, but the new collaborative model promises to promote a school-wide culture of data analysis.

Expand research into a variety of data that can be collected and result in accurate student learning information (i.e. attendance rates, D, F & I grades, suspensions/expulsions, student and parent surveys, enrollment trends, truancy and/or dropout rates, etc.)

Under the previous administration, data relating to Ds and Fs was not provided to staff, although the staff brought forth many ideas of ways to reduce the numbers during many Staff Meetings. Content Areas have been charged with developing strategies for reducing these numbers; however, until the 2009-2010 school year, they have not been provided the time nor resources needed to complete the task. Discussion is still under way about more effective ways of addressing these issues.

The attendance policy is set by state law. The discipline policies have been set by the district administration. An important component of these policies is the Three Strike process.

Processes for attendance and tardies have been instituted and include detention, Saturday School, and the auto-dialer to notify parents.

Identify and evaluate the effectiveness of the formal assessments that occur within and/or beyond the classroom.

Common assessments are helping with this process. EduSoft is one tool used for the process. All assessments are in alignment with Content Standards. The review process is evolving with the new collaborative structure.

The Math department used the data from common assessments to identify the need for, and advocate for the development of, an Algebra Readiness A/B course. EduSoft data is used to identify specific standards which require review for student mastery. These identified standards are re-taught during the last six weeks of the term. They also demonstrated a need for additional remediation tools, to which they responded by purchasing computers and

software for basic skills intervention. A Math Lab was created to address individual student needs.

Investigate methods in which students may participate in the construction of their learning activities, assessments and techniques and grading parameters.

Evidence of a response to this issue is sporadic. It is not yet a school wide process endemic to all teachers and students at RVHS. Yet there is significant evidence of opportunities to make choices between multiple assignment tasks and processes, especially through project-based learning throughout many disciplines. Students are given more opportunities for individualized focus and projects in all CTE, Art and Agriculture courses. There is also evidence that at some English, Math and Social Science courses provide similar activities. There is still much room for improvement in this area.

Area 6: Refine the block 4x4 master schedule to accommodate students' needs and assure appropriate sequential course planning within subject areas

The Counseling and Administrative staff members have attended specialized training in Master Schedules for improvement of the 4 x 4 block system.

The current 2009-2010 administration is more open to a shared governance collaborative model to help better serve the needs of students with regard to Master Scheduling. There is a planned scheduling fair in January to showcase all the course offerings at RVHS. This should reinforce the efforts of counseling to inform all the students of the various opportunities for learning at River Valley.

With regard to sequential course planning, there are established prerequisites in all the core content areas. Additionally, a dialogue has begun on ways to improve the enforcement of these prerequisites. One of the main problems with regard to this question has been the turnover in counseling; however, in 2009-2010 an administrator has been provided an office in counseling to assist in the process of student placement and help stabilize the department.

Area 7: In collaboration with students and other stakeholders, facilitate opportunities for students to initiate and sustain traditions unique to River Valley High School.

This area has seen the most increase at River Valley. As the school has grown, so has the involvement and sophistication of our students. Because of the students (and staff willing to

act as advisors), there are over 40 clubs at RVHS. The diversity of the clubs mirrors the diverse interests of our students. There are clubs which promote community service and civic duty (AVID, Red Cross, Key Club), culture (MECHA, Punjabi, Sikh Community Organization), and fun (Anime, Guitar Hero, Fencing). *Clubs' Day* and *Culture Day* help showcase all the opportunities students have to express their creativity.

Additionally, students plan and lead the rallies and assemblies. Each year there is a growing Homecoming tradition which includes floats designed and built by the students. Students created a *Black Light* rally in 2008-2009. Each spring they look forward to the *Battle of the Sexes* rally in which teachers embarrass themselves and/or become legends. For freshman, there is the LINK Crew led Falcon Days. For seniors there is the Sunrise Breakfast at the beginning of senior year and the Sunset Dinner at the end.



River Valley High School

Home of the Falcons

WASC Self-Study Report 2009

Chapter 4

Self-Study



Chapter 4A: Self-Study Findings

Focus Group: Area AI, All, AIII

Summary: The school-wide mission statement is based on state-wide standards, community needs, student data, and is research driven. It was developed using representatives from all shareholder groups, and is acknowledged and recognized by the school board. The staff's expectation embodies what students should know and do when exiting high school based on California State Standards. The school's vision statement articulates that all students will participate in a curriculum that is challenging, rigorous, and meaningful. The curricular and structural goals are based on the school's vision of desired student learning results, established graduation requirements, college entrance requirements, perceived student needs and interest, and a belief that all students can learn. The school has a functioning governance structure, with clear lines of authority and responsibility; however, the ever-changing administration does not allow for consistency. The vision is consistent and supported by the board and district policies. There was participation of central office personnel and the board in the development of the vision and mission statement. The principal meets routinely with the district office and the board to share school plans and conveys needs to the board and share the site's expectation for and results of student learning results and academic standards. The principal receives input from the school site council on the school plans; the governing authority delegates implementation of these policies to the professional staff. There is parent participation in the school's governance. The principal serves as the manager of the school and conveys district and school goals and school policies to the staff to encourage compliance. The principal shares the school vision with members of the school community and everyone is encouraged to help students achieve the standards. The school continually reviews and refines a curriculum based on student needs and to further create an atmosphere that recognizes and promotes success. Furthermore, most departments implement new and modified curriculums linked to academic standards and improving programs. Administrators, students, community members, staff and faculty members collaborate to develop a positive school environment through various activities and awards. The staff needs to improve on monitoring and modifying the school-wide action plan and vision statement.

Areas of Strength:

- Have a mission and vision statement
- Awareness of staff of ESLRS and school purpose.
- ESLRs are standards based
- All departments have benchmarks for each class.
- Students are placed in classes based on student achievement data and teacher recommendation.
- Assemblies for recognition of academic success and positive attendance
- Teachers acknowledge outstanding achievement with top notch awards
- Award ceremonies after school with staff, students, parents, and community members
- District and school support for ongoing staff development, BTSA, and attending conferences.
- School does have some autonomy in budget allocations to improve school wide curriculum and learning results.
- The availability of software systems to analyze and access student test data
- An action plan has been created and put into practice.

Areas of Growth:

- Administration needs to provide the time to improve the use of student achievement data in order to affectively make decisions on curriculum
- Ensure staff time is available to focus on and align student needs with academic standards.
- Staff needs more time to use student data to make necessary changes to the curriculum.
- There is a need to further promote academic success with Student of the Month awards.
- Yuba City Unified course catalog does not reflect RVHS prerequisites or course description for some classes (Chemistry and Physics)
- There is a need to review and refine graduation requirements at RVHS
- Mission and vision statement is not consciously utilized and revisited often enough.
- Staff and students need to be not only aware of ESLRS and mission, but also implement it into the curriculum.
- Teachers under-utilize Edusoft (database).
- Improve articulation of student placement from middle school to high school.
- Meeting minutes from School Site Council need to be communicated to the staff.

Question:

A.1 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 high levels? To what extent is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?

Answers	Evidence
The school has clearly stated mission and vision statements and ESLRs.	<ul style="list-style-type: none"> • Mission/Vision statement is included in the student handbook • Staff, parents, board members, and admin. participated in a round table discussion and creation of the mission statement. • Based on state, district educational goals. • ICLE surveys • School site surveys (staff, parent, and student)
Staff and students aware of mission/vision statement.	<ul style="list-style-type: none"> • Posted with ESLRS on posters in classrooms.
Improvements need to be made to make a direct connection between the mission statement and current and additional course offerings.	<ul style="list-style-type: none"> • Yuba City Unified course catalog
Courses are currently offered based on the Yuba City Unified course catalog, student and teacher interest without reference to River Valley's specific vision.	<ul style="list-style-type: none"> • Staff, parent, and teacher survey

Question:

A.2 To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school wide learning results and academic standards based on data-driven instructional decisions of the school; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approve the single school wide action plan and its relationship to the Local Educational Association (LEA) plan?

Answers	Evidence
The board and district review yearly test scores disaggregating the data and disseminating the information to the school site.	<ul style="list-style-type: none"> • Test scores are available and discussed with entire staff at staff meetings and available in ABI and Edusoft.
The school's Site Council has scheduled monthly meetings in which they discuss and make decisions about budget priorities; however, some meetings have been postponed and not rescheduled	<ul style="list-style-type: none"> • There are students, faculty, parents, and administration present at meetings • Meeting minutes
Content leaders disseminate information between administration and faculty.	<ul style="list-style-type: none"> • Content Area meetings
There is a clear school-wide action plan that has been shared with staff	<ul style="list-style-type: none"> • The Action Plan (Chapter 5)
Courses are created and offered, based on student need and interest, academic standards and fiscal priority.	<ul style="list-style-type: none"> • Course catalogue, master schedule, and student request forms.

Question:

A.3 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 school wide learning results and academic standards? B) To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

Answers	Evidence
The mathematics department has created the math curriculum based on research, student data, and standards.	<ul style="list-style-type: none"> • Benchmark tests, standards based common curriculum are used. • Intervention classes include Algebra Readiness, Algebra 1A and 1B, Bridge to Geometry, etc. • Sheltered ELD science classes have been created based on need. • New ELD curriculum implementation.
The mathematics department has created the math curriculum based on research, student data, and standards.	<ul style="list-style-type: none"> • See pacing guides by department. • See common assessments department.
Academic classes are coordinated among grade level, and strands.	<ul style="list-style-type: none"> • See pacing guides by department. • See common assessments
Most courses have created pacing guides and are beginning to implement the use of these guides in each department.	<ul style="list-style-type: none"> • See pacing guides by department. • See common assessments
Enrichment/Intervention courses have been created to meet the needs of students who lack the necessary skills to succeed in English and Mathematics.	<ul style="list-style-type: none"> • Master Schedule • CAHSEE (Math and ELA), ELA Enrichment, Bridge to Geometry, • Library has extended hours due to site council recommendation and student requests.
The single school wide action plan has been created and shared and revised by the entire staff.	<ul style="list-style-type: none"> • Action Plan (chapter 5)
Academic excellence and perfect attendance are celebrated at special rallies to give recognition and awards to	<ul style="list-style-type: none"> • School Rally schedule • Academic Awards Night • Prizes for testing improvement and

students who have significantly improved state standard test scores.	attendance
The staff needs time to disaggregate data and adjust common goals based on student needs and results of common assessments.	<ul style="list-style-type: none"> • Staff surveys

A GROUP 2 (Questions 4-6)

Summary:

RVHS makes every attempt to hire qualified teachers and create a master schedule designed to fulfill student needs. Most teachers are qualified for their assigned areas, and all teachers expect improved student academic achievement and the attainment of the ESLR's. Although approximately 36 staff members (some no longer on staff) were involved in a Madeline Hunter training model with Gayle Elkins, the training has been eliminated due to budgetary issues, lack of saturation, and staff input. Budgetary issues aside, communication needs to improve with all staff regarding on-going staff development and professional growth opportunities. Furthermore, the staff at RVHS is dedicated to ensuring all students are academically successful and feel they should be kept abreast of any and all professional development opportunities in order to keep them up-to-date on current, research-based instructional practices. There has been a plea by staff to utilize on-site professionals and experts to help facilitate staff development.

Areas of Strength

- Staff dedicated to high student achievement
- Content Areas working towards effective cycles of inquiry by establishing pacing guides, common assessments, and shared question banks
- Staff Leadership Team participation in data-driven research based on rigor, relevance, and relationships model provided by ICLE
- Staff attend content centered conferences and workshops
- 94.4% (08-09) of teachers are fully credentialed

Areas of Growth

- Staff needs planned time to collaborate in order to disaggregate and analyze student performance data
- There is a huge need to have better communication in regard to on-going staff and professional development
- On-site professionals and experts need to be utilized for staff development
- RVHS needs the development and implementation of a tech plan as our technology is becoming outdated and there is no plan for replacement of equipment
- Home Economics need better tools; art lacking one classroom
- Departmental budgets need to reflect the increase of students at RVHS; staff needs awareness of what monies are available and for what use
- There is a need for improved communication within the site and between the district and the site
- More staff need to be involved in leadership roles

Question:

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

Findings	Evidence
94.4% (08-09) of teachers are NCLB qualified	<ul style="list-style-type: none"> • CDE Data
Staff has been trained in research based teaching techniques.	<ul style="list-style-type: none"> • Kevin Clark training • CA math project • CA Science project
There are teachers who are support providers and/or mentor teachers.	<ul style="list-style-type: none"> • BTSA • Student teacher mentors • Teacher credentials
Departments strive to use common assessments.	<ul style="list-style-type: none"> • Edusoft
Departments use pacing guides, shared lesson	<ul style="list-style-type: none"> • Writing and rewriting

plans, summative and formative forms of assessment. Departments are working towards a shared question bank for more accurate assessment and cycle of inquiry.	pacing guides, cycle of inquiry, spiraling instruction <ul style="list-style-type: none"> • Standards based pacing guides. • Shared question bank • Common assessments
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Question:

A5: To what extent are leadership and staff involved in ongoing research or data based correlated professional development that focuses on identified student learning needs?

Findings	Evidence
Leadership team was involved in data driven research facilitated by International Center for Learning Excellence.	<ul style="list-style-type: none"> • ICLE Report • Notes from institute training • Graphs and charts. • Leadership team to train staff in rigor and relevance model. • Continued evaluation of online and perception survey results.
Staff participates in content centered conferences and workshops to promote rigorous curriculum and collaboration between staff.	<ul style="list-style-type: none"> • CAEA conference for Art dept. • AB466 for some members of the Math and ELA department • AP training • CADA • CASBO • CABE • CATA • CollegeBoard • UC/CSU Conferences • PG&E conference • AVID institute • SCOE training • ASTA conference • CAPHERD • American Red Cross disease prevention training • CIF Coaching Principals Training

<p>CTE staff trained in new CTE standards; standards and strategies embedded into the curriculum.</p>	<ul style="list-style-type: none"> • CTE Pacing guides • CTE Syllabi
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Question:

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 programs(s) to support students in accomplishing the academic standards and the expected school wide learning results?

Findings	Evidence
<p>Most teachers have clear credentials.</p>	<ul style="list-style-type: none"> • CDE website (teaching credentials)
<p>CLAD/BCLAD embedded in Credential programs and through staff development.</p>	<ul style="list-style-type: none"> • Recent credential recipients • SDAIE
<p>There is a comprehensive support staff.</p>	<ul style="list-style-type: none"> • Leadership Team and Content Area Leaders • Counselors • Security • Administration • Maintained • Intervention • Food Service • Leadership • Athletics • Tech. support • School Psychologist • Clerical staff • Paraprofessionals
<p>While most subject areas have tools and equipment needed for their classes, this is still an area of need. Technology is becoming outdated with no tech plan in place.</p>	<ul style="list-style-type: none"> • Cameras (but no class sets) • Lack of computers • Printing press • Art supplies • Band-width minimal for usage • Tech services reduced • Storage space • Equipment failures

<p>RV is a new campus, with modern facilities.</p>	<ul style="list-style-type: none"> • Ongoing campus maintenance • Large outfitted Science, Art and CTE labs. • Greenhouse • Athletic Stadium • Library and active Career Center • Food Court • Student access to computer lab • Student store
<p>Program specific grants</p>	<ul style="list-style-type: none"> • VAPA • PE Grants • Special ED small business grant • ROP • Boosters • Agriculture Incentive Grant • Perkins Money • Recycling and fundraisers • ASB
<p>Site funds available, but staff is not aware of what funds are available and for what purposes they may be used</p>	<ul style="list-style-type: none"> • Laptops provided to teachers, although they are outdated • Supply closet • Reproduction and media access • Agendas for all students • Categorical Funding • Title I • Per Pupil • Grant • Migrant Education

Chapter 4B: Self-Study Findings

Focus Group: B- Curriculum

SUMMARY:

Most students have access to rigorous standards based curricula at RVHS and we are working on ways to increase the rigor of classes and student access. In answering the questions, group members found many things to celebrate at RVHS (e.g., the support classes and programs for struggling students, the AVID program, and the review of course selections by Counseling). However, the analysis also brought forth the need for better communication at the school (e.g., most teachers and students did not know all the services Counseling provides: *ICLE Survey and Group B discussion*). Some of this may be the result of the turn-over in Counseling over the last five years, but all group members agreed on the need for better communication campus wide. With regard to course materials, there was improvement for the start of the 2009-2010 school year; however, more refinement is needed to ensure all materials are available for the start of school. Next, there was a discussion concerning the number of credits needed to graduate. There was a consensus that the number of credits required to graduate needs to be increased. Lastly, many elective classes were recently cut due to budgetary issues.

Areas of Strength:

- The block schedule allows more opportunities for students
 - advanced students may take more honors and advanced placement courses
 - remedial students have the ability to make up graduation credits by retaking courses
- A variety of honors and advanced placement courses are offered
- Support classes for struggling students (CAHSEE, Bridge to Geometry, After school tutoring, etc.)
- AVID program connects students to UC Requirements
- Counselors survey all seniors and report data to DO. Data shows what students plan to do after graduation from RVHS.
- All students create a four year plan within their 10th grade year
- Counselors go over A-G plan, academic tracking, college night, financial aid night to inform parents.
- All students have access to rigorous curricula which meets graduation requirements
- Math and English Content Areas provided time/funding during summer to coordinate curricula
- Standards based curricula
- All teachers purposefully teach the standards in the curricula

Areas of Growth:

- Define what rigor and relevance means schoolwide
- Specific days and times need to be designated for collaboration on curriculum
- An improved system for ordering materials to ensure Williams Act compliance
- New Geography texts
- More advanced placement courses in Art
- More elective classes: Newspaper, Speech, Creative Writing were all cancelled
- Content Area ESLRs need to be refined
- Need stronger connections to CSU Chico, CSU Sacramento, UC Davis
- Communication between counseling and staff: Curricula ties, services offered
- Better tracking of students post-graduation
- Increase the number of credits and rigor required for graduation
- A Catalog of Course Offerings for RVHS needs to be developed

Question:

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 school-wide learning results?

Findings	Evidence
All students participate in standards based curriculum at all levels. The ESLRs match the curriculum. Content areas are beginning to refine student learning results.	<ul style="list-style-type: none"> • Department curriculum pacing guides • Standards based text books • Standards based exams • All students have A-G classes available. • Discussions during meetings of the difference between Standards and ESLRs
All departments participate in department collaboration, building congruency between individuals and courses within department. Cycle of inquiry.	<ul style="list-style-type: none"> • Benchmark levels of performance • Performance based exams congruent between teachers, sections and courses • Math Department: common assessments to generate data on Edusoft
All students develop their four year plan within their sophomore year, and have access to the Career Center and the Career Center Technician for individual tracking and counseling.	<ul style="list-style-type: none"> • Counselors review plans individually with students • Career Center • College and Career Fair • Career Research Projects • AVID
Increased Rigor in math	<ul style="list-style-type: none"> • Text Books, Aligned with the standards and ESLRs • Classes linked together, building in sequence • Working towards the elimination of Algebra Readiness • Advanced Placement Courses: Calculus AB, Calculus BC, Statistics
Teachers issue Course Syllabi connecting the California State Standards to the curriculum, informing parents and administrators. Many teachers have the	<ul style="list-style-type: none"> • Course Syllabi • Teacher websites • Teacher Lesson Plans • Classroom Visuals of standards, objectives and ESLRs

standards in their classroom and on their websites along with unit objectives that address each standard. Administrators observe and collaborate with teachers to ensure that all students have access standards based instruction.	<ul style="list-style-type: none"> • Supervision/evaluations
Physical Education Elective Courses supports students who wish to specialize in particular athletics. Available to all students once they have passed the prerequisites	<ul style="list-style-type: none"> • Physical Education Electives Course: • Baseball, Football, Basketball A, Basketball B, Weight Training, Soccer, Volleyball, Dance
A variety of Science courses, aligned with the California State Standards for Biology, the California State Standards for Chemistry, the California State Standards for Physics, and the California State Standards for Agricultural Science. These courses are offered to all students, including Advanced Placement, Honors and Career and Technical Pathways.	<ul style="list-style-type: none"> • <u>Science Classes</u> • Forensics, Anatomy, Biology, Biology II, Advanced Placement Biology, Chemistry in the Community, Chemistry, Honors Chemistry, Advanced Placement Chemistry, Physics, Advanced Placement Chemistry, Physics, Advanced Placement Physics. • <u>Agriculture Classes</u> • Animal Science, Plant Science, Floral Design
Curriculum supports <i>Effective Communicators</i> , promoting students to articulate their thoughts effectively and to listen to the opinions of others with an open and objective mind.	<ul style="list-style-type: none"> • Speeches, Presentations • Writing in all classes • Active listening, assessed by summative and formative measures- • Costa Inquiry- English, Social Science, AVID • Critiques- Art • Speech Class (cut 09-10) • Debate Team, Nationally Ranked • Digital photo- Caring/ Culture Community Out Reach= video based • Each unit art history component, including artists, cultural relevance- art • World Geography course • Four language course, including Honors in all of them
Across the curriculum, students are encouraged to participate in the school community and the community at large. This promotes <i>Active Community</i>	<ul style="list-style-type: none"> • Exhibit self-discipline and personal responsibility- encouraged within • Art Exhibitions: contribute time, energy, and talent to improve the

<p><i>Members.</i></p>	<p>community</p> <ul style="list-style-type: none"> • LINK Crew (leadership)- contribute time, energy and talent to improve the community • AVID- Community service requirement 10 hours for 9th, 20 hours for 10th, 30 hours for 11, 40 hours for 12 graders • Red Cross Club • Honors Government requires five hours of community service • ASB organizes school wide rallies, Cultural Day, and Community Service
<p>All classes promote <i>Critical Thinkers</i>, encouraging and eliciting students to engage in a challenging and authentic curriculum helping prepare them for healthy life choices.</p>	<ul style="list-style-type: none"> • Upper level classes students constantly demonstrate critical thinking, analyzing, and problem solving skills • Health classes, informing individuals about issues that they will face throughout their life • Physical Education, maintaining health and fitness throughout life
<p>Core curriculum and electives offer students the opportunity to integrate critical thinking skills with technology, helping students to become <i>Technologically Literate</i>. Students demonstrate a level of technological literacy which allows them to use both hardware and software effectively.</p>	<ul style="list-style-type: none"> • Film Class (not offered 09-10), Electronics, Digital Art, research • Career planning, on computer- ASVAB • Career Planning- AVID/English – Career Cruising • Power Point presentation • Adobe Photoshop • Key Boarding, Computer Apps I and II, Virtual Enterprise, Work Experience
<p>Students on IEPs participate in general education classes which are standard based.</p>	<ul style="list-style-type: none"> • Learning Center staff provides consult services in the general education classrooms to assist the Sp Ed. Students and support teachers in academic classes.
<p>Pre Algebra Essentials and Algebra Essentials are Learning Center classes that are standards based and developed collaboratively with the general education math teachers.</p>	<ul style="list-style-type: none"> • Pre Algebra Essentials and Algebra Essentials meet graduations requirements.

Special Education teachers developed pacing guides for Math Essentials, Pre Algebra and Algebra Essentials, English 9/10 and Transition Essentials.	<ul style="list-style-type: none"> • Pacing guides for all special education classes. Collaboration between staff. Cycle of inquiry
Special Education department articulates regularly with local schools, colleges and universities.	<ul style="list-style-type: none"> • Special Education teachers meet annually with feeder schools to articulate students IEPs with coursework at the High School. • Special Education Meeting calendar

Question:

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?

Findings	Evidence
All students participate in Career Cruising and have access to Career Center resources.	<ul style="list-style-type: none"> • Career Center • Career Center Technician • Career and College Fair
AVID Program curriculum develops the skills and knowledge needed for students to attend college. Guides them in the application process.	<ul style="list-style-type: none"> • AVID Curriculum • AVID Site Team • AVID Field Trips • AVID Plan • AVID Tutors
Workability services are provided to Sp. Ed. students both during school and after school.	<ul style="list-style-type: none"> • Students are individually referred by their individual case carrier <ul style="list-style-type: none"> ○ Annual review by Learning Strategies and Counseling • Lunch Bunch
Students work with counselors and the IEP team to choose classes that prepare them to meet their IEP and Transition goals. They meet with counselors during Sophomore conferences as well as in IEP meetings.	<ul style="list-style-type: none"> • Four Year Plan developed in Sophomore year • IEP and ITPs for special education students

Sp. Ed. students are regularly enrolled in ROP classes, and have access to the Occupational Ed. ROP class.	<ul style="list-style-type: none"> • Course Catalogue, District Approved courses available to all students
Transition Essentials class is available to students on an IEP.	<ul style="list-style-type: none"> • Anime club meetings • Lunch Bunch meets daily • Promotes school culture
Clubs provide social opportunities and support for our students, including our Sp. Ed. population.	<ul style="list-style-type: none"> • ASB Club List
Teachers connect curriculum to authentic life experiences, giving purpose to student learning.	<ul style="list-style-type: none"> • English: Autobiographical Essays, Public Speaking, Career Cruising • AVID: Community Service, Public Speaking, Career Research, College Application Process, College Financial aid Process • Transition Essential Class: Life Skills, budgeting, check book • Agriculture: FFA Record Books, contracts, budgeting and basic accounting • Leadership Classes (ASB) • Club Council

Question:

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

Findings	Evidence
<p>The 4 X 4 block schedule allows students to finish with graduation requirements early. This provides the opportunity to explore ROP classes, electives and pursue work experience and/or college classes. Struggling students may re-take classes in order to fulfill graduation requirements. There are also many support resources for students.</p>	<ul style="list-style-type: none"> • Course Catalogue • 4x4 Block Schedule allows for students to take 320 credits • YCUSD requires students to acquire 220 credits to graduate • RVHS students have more opportunities to acquire credits • Study groups, peer tutoring, CAHSEE tutoring groups • ABI Online Grades and Parent Connect • Not Clear List
<p>Counselors confer with sophomores regarding graduation requirements. Parents are informed.</p>	<ul style="list-style-type: none"> • 4 Year Plan • Counselor meetings
<p>IEP's and ITP's are developed for all Special Education students.</p>	<ul style="list-style-type: none"> • IEP Team Meetings held at least once a year for all special needs students
<p>Math Department has in place intervention classes set up to help students who have additional needs.</p>	<ul style="list-style-type: none"> • Math Department offers CAHSEE Math to Intervention, Bridge to Geometry and Bridge to Algebra II.
<p>Counselors survey all seniors and report data to District Office. Data shows what students plan to do after graduation from RVHS.</p>	<ul style="list-style-type: none"> • Senior Recognition Assembly • Surveys • "Look Who Got In" Board in Library
<p>Counselors give in-class presentations during English classes to help guide course selections for the next school year.</p>	<ul style="list-style-type: none"> • Scheduled meetings

Chapter 4C: Self-Study Findings

C. Standards-based Learning: Instruction

All courses and curricula at RVHS are designed to assist students in achieving the California State Standards. Challenging learning experiences are available to all students; however, there is a need for more students to access honors and AP classes. Teachers use a variety of strategies and available resources that go beyond the textbook to promote student learning and active engagement. Furthermore, teachers encourage students, through guided instruction, to construct their own understanding of the content; students are further supported through the organization and scope and sequence of the curriculum that is set up to best accommodate the students' needs. There is a "leveled" system in ELA, Social Science, and math to allow for more effective differentiated instruction. Additionally, an exit strategy has been developed by the English department for the A-level classes to increase the effectiveness of instruction and to further help struggling students and students who have not yet passed the CAHSEE. Although Expected Schoolwide Learning Results are available to all students and staff, many staff members feel there is a need to develop a more integrated systematic assessment of them. Teachers and students utilize the available technology, but access is limited due to the lack of technology at the site; no tech plan is in place at RVHS. All of the ELL teachers and a few other staff members have been trained by Kevin Clark, a consultant in effective teaching practices for ELL students. The training emphasized the use of the LEA's English Language Development Template, which the ELL teachers have incorporated into their daily classroom procedures; this includes, but is not limited to, speaking in complete sentences, language development through repetition, and vocabulary development and usage. And although the staff involved in the Kevin Clark training feel it was effective initially, many believe that all new improvement will come from on-site collaboration, and that continued use of this consultant on a regular basis is inappropriate at this time.

Areas of Strength

- Students and staff continue to increase their use of technology as it becomes available
- Teaching staff willingly put in extra effort to ensure student success.
- Staff constantly look for ways to improve their instruction.
- Teachers are willing to and have a desire to share instructional practices and resources.
- Differentiated instruction has become more effective and more widely used due to leveled classes in ELA, Social Studies, and math
- All ELL teachers trained in effective models of instruction

Areas of Growth

- More time is needed for staff collaboration in instructional practices.
- More work is needed in explicitly communicating the connection between ESLRs and instruction to students, staff, and all shareholders
- Staff need to develop and implement integrated and applied content to support all students toward achievement of the ESLRs
- There is a need for more professional development training utilizing on-site personnel, specifically, but not limited to, the rigor and relevance model as outlined by ICLE
- There is a need for more focused staff development within departments as well as cross-curricular.
- There is no review of the efficacy of using outside consultants
- There is a need for a tech plan
- All students need more access to the higher-level and Advanced Placement courses.
- Student placement in classes is often based on budget and numbers rather than student interest and need.
- Budgetary issues have negatively impacted class size and electives in core and non-core Content Areas
- Staff is beginning to investigate options for developing a Senior Project that would include a community service component.

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

Findings	Evidence
Students have a basic understanding of the expectations for courses in which they enroll through the course selection guide, registration assemblies, and teacher expectations for their students within each course.	<ul style="list-style-type: none"> • Course sheets or syllabus • Individual course or assignment rubrics • Sample student work • Student interviews
Peer tutoring is available and utilized by students	<ul style="list-style-type: none"> • Trained AVID tutors • Student Aides • Quarterly Link Crew tutoring • After school tutoring • ETS • Upward Bound • Tutors list in Counselor Office • Before school tutoring in math for LC students
Math and English utilize computer programs that address best instructional practice for student success	<ul style="list-style-type: none"> • Teacher dialogue • Classroom observation • EduSoft testing results • Measuring Up • Accelerated Reading Program • Renaissance Learning (in ELA and Math)
Teachers support students who are not their own students with assignments, and provide help by e-mail and phone after school.	<ul style="list-style-type: none"> • Teacher anecdotes • Students anecdotes • e-mail records

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?

Findings	Evidence
Students have access to technology in classes; however, access is severely limited for certain Content Areas, especially, English, Social Studies, Physical Ed., and AVID	<ul style="list-style-type: none"> • Computer Lab sign up sheet • Digital Art Lab • Tech labs for Tech classes • Only two available computer labs for over 1800 students • Lack of computers in all but Computer Tech classes and a sprinkling of other classes • Staff Survey
Teachers use a wide variety of instructional practices including projects, discovery learning, mandated instruction, modeling, cooperative learning, student-centered learning, inquiry based learning, technology, lab-based instruction, etc.,	<ul style="list-style-type: none"> • Classroom observation • Teacher survey • Student work • Student survey
A variety of technology is used in instruction.	<ul style="list-style-type: none"> • Classroom Observation • Teacher Interview • Purchase Order Receipts • Student work • Computer-Assisted Drafting • PASCO Data Collection Apparatus • Power Point Presentations • Smart Boards • Graphing Calculators • LCD Projectors • SPARKS for PASCO probes • ELMO • Movie-maker • Photoshop • Illustrator • In-design • HopSports • EduSoft • Test Writing Software • Data Bases and Search Engines

	<ul style="list-style-type: none"> •
<p>Teachers provide students with a wide variety of experiences beyond the classroom through community service activities provided by various classes, clubs, and organizations</p>	<ul style="list-style-type: none"> • Club records • Field Trip records • Student work • Teacher records • AVID • Honors Government and Economics • Red Cross Club • Key Club • Interact Club • FFA • ROP • S Club • Link Crew • MECHA • Punjabi Club • Drama/Music Programs • AP Class Field Trip to Ashland, OR • Agriculture Class Field Trips • Science Class Field Trips • Teacher led European summer tours • FHA Hero Club • Newspaper (recently cut)

Chapter 4D: Self-Study Findings

Focus Group: D- Assessment

SUMMARY:

All content areas are using standards based assessments, and most have created common assessments. During the discussion, the focus group noted: 1) the variety of assessments; 2) individual teachers analyze this data; and 3) there is a need for a more sophisticated data analysis at the content level and the school-wide level. Time has not been provided during the school year for the analysis to occur. In fact, Math and English have met during the summer to review common assessment data, but this did not allow for modifications to take place in a timely fashion for students. The current administration has committed to providing staff time for data analysis during minimum days, staff meetings, and content meetings for the 2009-2010 school year.

Areas of Strength:

- Met all requirements for Adequate Yearly Progress (AYP)
 - 2008 ELA AMO target 33.4%, our score: 61%
 - 2008 Math AMO target 32.4%, our score: 59.8%
 - ALL SUB GROUPS MET GROWTH TARGETS
- CAHSEE Results 2008
 - 12% better than the state average in Math
 - 11% better than the state average in ELA
 - Both scores improved from 2007
- Assessments are standards based.
- All content areas are developing common assessments.
- Emerging parent connection with ABI and Teacher Web
- Wide spread staff support for targeted collaboration on assessment data.
- Edusoft available to all teachers
- Reclassified Fluent English Proficient (RFEPed) students exceed the state average.
- Special Education teachers use data to individually place students.

Areas of Growth:

- Staff needs systematic collaboration time for the purpose of analyzing evaluating, and disaggregating data.
- Staff needs time for the purpose for developing content area programs.
- Establish, communicate, and enforce class prerequisites.
- Refine ESLRS so that they are quantifiable and understandable to all stakeholders.
- Create a monitoring and exit strategy for A-level students.
- Improve communication to the community and parents of standards and acceptable work.
- Use data to improve initial placement of incoming freshmen.
- Use data to improve allocation of resources.
- Professional development focused towards broadening the variety of assessments given in classrooms.

Question:

D1. The school uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the parents and other shareholders of the community.

Findings	Evidence
All content areas and teachers use a variety of strategies for standards bases assessment.	<ul style="list-style-type: none"> • Formative ongoing assessments. • Midterms, finals • Content area common assessments. • CELDT • CAHSEE • STAR • Special Ed. Assessments for IEPs •
Cycle of inquiry used to modify assessments based on student performance and individual needs.	<ul style="list-style-type: none"> • Teacher discussions • Content Area Meetings • SSTs
We have established a system for conveying assessment information to the community.	<ul style="list-style-type: none"> • Report cards • Parent connect • Teacher websites • ARIES • Academic awards night

	<ul style="list-style-type: none"> • IEPs • deficiency and progress reports • hand-carried progress reports • AVID • Leadership • Teacher emails and calls • Principal's newsletter • ROP Advisory Committee • Business Partner • ELAC
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Question:

D2. Teachers employ a variety of strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.

Findings	Evidence
All teachers use a variety of strategies to evaluate student learning.	<ul style="list-style-type: none"> • Practicals • Projects • Electronic portfolios • Power point presentations • Research papers • Oral presentation • IEPs goals and objectives • Informal observation • Formative assessments, and summative assessments • Performance based assessments • Online based assessments (e.g., CTE)
Content areas and teachers differentiate instruction based on assessments.	<ul style="list-style-type: none"> • Notes on content area meetings • Alternative assessments • Mastery • Lab Practicals
The school modifies course selection based on determined student need and evidence.	<ul style="list-style-type: none"> • Learning center classes • Bridge classes - Math • CAHSEE classes • AP and Honors classes • English enrichment class

	<ul style="list-style-type: none"> • ELD program • Year-long math course (A/B) • ROP classes • AVID • Math Lab • Sheltered Social Science and Science • Classes divided by A, B, and C levels based on skill.
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Question:

D3. The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results.

Findings	Evidence
The YCUSD Office disseminates the School Accountability Report Card (SARC) and other state mandated information to RVHS, parents and community. While RVHS provides information to parents regarding grades.	<ul style="list-style-type: none"> • School report cards • District provides data to school sites on CELDT, STAR, and CAHSEE scores. • Information has been disseminated to staff through meetings. • Edusoft • ABI: Parent Connect • Teacher Websites • ELAC • Deficiency notices
D and F rates have been identified as an area for improvement.	<ul style="list-style-type: none"> • Staff meeting agendas and notes • Content Meetings
Parents, staff and students can monitor student progress	<ul style="list-style-type: none"> • Teacher websites • ABI/parent connect • Teacher e-mail • Deficiency and progress reports. • Weekly Progress Reports • Conferences • Phone calls

<p>The school has systems in place to support student achievement.</p>	<ul style="list-style-type: none"> • SSTs • Link Crew • IEPs • 504s • AVID • Parent Conferences • Back to School Night/Open House • After school tutoring • Extended Library Hours • Counselors and school psychologist
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Question:

D4. The assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drives the school’s program, its regular evaluation and improvement, and the allocation and usage of funds.

Findings	Evidence
<p>Based on achievement data resources have been allocated to increase targeted needs</p>	<ul style="list-style-type: none"> • Link Crew Funding • English Enrichment • CAHSEE tutoring • After school tutoring • Extended library hours • Math lab • CAHSEE Math class • ELD 4 class • Differentiated sections based on student achievement • English Summer Institute • Preferential scheduling • Individualized IEP scheduling. • SSTs • CAHSEE English Class

Chapter 4E: Self-Study Findings

E. School Culture and Support for Student Personal and Academic Growth

Summary:

River Valley High School is, for the most part, a safe, clean, and orderly place that nurtures learning. RVHS staff and administration go to great lengths to: 1) provide students with opportunities to actively participate in the planning of their academic success and future pursuits; 2) involve both parents and the community in the school environment; 3) support struggling students and those who need a more rigorous curriculum; 4) engage the students in extra-curricular activities (sports, clubs, rallies, etc); and 5) guide students to become responsible adults with a sense of civic duty. However, the focus group acknowledges and stresses there is room for growth in all of these areas. Some specific concerns were raised with regard to: 1) refinement of the process through which students select their courses (time, prerequisites, and course selection day); 2) more parent and community involvement; 3) an enforceable litter policy; and 4) reinforcement of positive messages from assemblies.

Areas of Strength

- Counseling and Learning Strategies services for struggling students
- Advanced Placement and Honors courses
- Well developed ELD program which analyzes data to better serve students
- Rallies and Assemblies engage students in the school culture and provide leadership opportunities

Areas of Growth

- More computer labs to serve the growing population of the campus
- More follow-up and reinforcement of guest speakers and programs (e.g., assemblies, *Every 15 Minutes*)
- Reduce the amount of litter on campus
- Inspire students to take more responsibility for the appearance of their campus
- Time and support for a campus wide class selection day in January to showcase course offerings and assist students with their schedules
- A technology plan for the campus
- Regularly update school website
- Reduce the loss of instructional minutes by students using electronic devices
- Enforce the prerequisites for course selections
- Campus wide use of academic language and student expectations
- More access to shop and ROP classes

Question:

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?

Findings	Evidence
Attempts are made to understand and communicate with families of different cultures and languages. Counseling and ELD departments frequently communicate in the appropriate home language	<ul style="list-style-type: none"> • Multi-language resources are available • Flyers, Letters home, auto-dialer, translators
A variety of resources are available to include parents in their student's academic progress.	<ul style="list-style-type: none"> • Back to School Nights • Progress Reports (Formal & In-Formal) • <i>Parent Connect</i>, On-line grade books and teacher websites (for some teachers)
The school actively makes the best use of parents who offer to participate at the school.	<ul style="list-style-type: none"> • Site Council • ELAC • AVID • Often the same groups of parents are involved
From time to time students are involved with community events encouraging them to contribute to society	<ul style="list-style-type: none"> • AVID • Link Crew • FFA • ROP

	<ul style="list-style-type: none"> • ASB • Red Cross Club Blood Drive • Hurricane Ike Relief
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E2. (A) To what extent is the school a safe, clean, and orderly place that nurtures learning?

Findings	Evidence
RVHS lacks an enforceable litter policy that the students will follow.	<ul style="list-style-type: none"> • Trash left on campus after break and lunch
Some students dress inappropriately and there is a lack of consistency in regards to dress code enforcement.	<ul style="list-style-type: none"> • Observation of student attire on campus.
Security has a significant presence on campus, but it does not seem to be a significant deterrent to fighting and student abuse of instructional time outside of class.	<ul style="list-style-type: none"> • Number of fights on campus. • Observation of students outside of class during instructional time.
Graffiti is not a major issue on the campus exterior.	<ul style="list-style-type: none"> • No tagging.

Question:

E.2 (B) 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?

Findings	Evidence
Abuse of instructional time by students is significant regarding the use of cell phones and other electronic devices in and outside of class.	<ul style="list-style-type: none"> • Observation of students in and outside of class during instructional time. • Cell phone violation is the number one violation on the discipline

	report
There are many opportunities for students to challenge themselves.	<ul style="list-style-type: none"> • LINK crew, AVID, AP course, ROP offerings.
RVHS lacks a wide variety of elective courses and life skill courses.	<ul style="list-style-type: none"> • Course Catalog and approved courses list. • Some electives were recently cut due to budgetary constraints • No industrial arts classes on campus
Students with high expectations and high performance levels are rewarded for those efforts at various award night ceremonies.	<ul style="list-style-type: none"> • Academic and attendance awards nights.
All RVHS staff approach duties in a professional manner.	<ul style="list-style-type: none"> • Extra duty commitments are met with professionalism and enthusiasm (Extra duty list, club advisors)

E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

Findings	Evidence
Students do not have enough time for course selection.	<ul style="list-style-type: none"> • 2-day turn around • Not pre-selected core schedule • 09/10 Course Preview Days planned
There is an ELD department to support all English language learners.	<ul style="list-style-type: none"> • Nine-week assessments with student progress reports
The Special Education Department gives input in course selection and classroom accommodations for students within the special ed. program.	<ul style="list-style-type: none"> • Student schedules • IEP, 504 plans
There is a lack of enforcement of pre-required courses – courses are taken out of order. Many students take multiple classes within one subject matter within	<ul style="list-style-type: none"> • Student schedules • 09/10 There appears to be more consistent use of pre-reqs. for student schedules

one term.	
There is a need for cross-departmental academic language and student expectations.	<ul style="list-style-type: none"> • No shared rubrics • No shared vocabulary development program
There are methods available for updating students and parents on student progress.	<ul style="list-style-type: none"> • Academic deficiency notices • Hand-carried progress reports • Parent Connect • Teacher websites
There are opportunities available to students to take advanced classes, grade-level classes, and remedial support classes.	<ul style="list-style-type: none"> • AP course offering • A, B, C level classes
Student study team meetings are held to create an action plan to enable student success.	<ul style="list-style-type: none"> • SST meetings
Currently, we do not have the most up-to-date materials available for student learning and instruction.	<ul style="list-style-type: none"> • 1998 geography book • Lack of LCD projectors • Not enough computers available for student use
Individualized support provided by counselors for students and parents.	<ul style="list-style-type: none"> • 4-year student plans for sophomores • Jr. and Sr. meetings for all students who have not passed the CAHSEE • Intervention meetings for academic and behavior performance
Individualized instruction in the classroom.	<ul style="list-style-type: none"> • IEP and 504 accommodations • Individualized math instruction pilot program

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?

Findings	EVIDENCE
Students have access to a number of counseling service programs provided by	<ul style="list-style-type: none"> • Counseling • Intervention Groups

<p>the Counseling Department. They can refer themselves for these services or a staff member may do so.</p>	<ul style="list-style-type: none"> • Anger Management • Conflict Management • Insight Group • Pregnant Teens Counseling • Grief Counseling • Link Crew • Community Group Links <ul style="list-style-type: none"> ○ FNL ○ Planned Parenthood
<p>ELD Teachers, Staff, Admin and Students have immediate access to the level of progress for ELD students via the Assessment Wall for ELD students.</p>	<ul style="list-style-type: none"> • Monitoring progress of students via the Assessment Wall
<p>The Career Center offers many forms of advice and mentoring to allow students greater access for planning their future after high school. It provides opportunities for college-bound students and also students that will be immediately joining the work force after graduation.</p>	<ul style="list-style-type: none"> • Career Center Technician • Career Cruising • Career Advising • AVID • CSU, Mentor • ETS Speakers • Junior Year Field Trip to Yuba College • Yuba College Placement Testing • Scholarship Advising • Guest Speakers: College Admissions Officers
<p>RVHS provides an extensive assembly schedule that serves our students in making positive life choices. Unfortunately there are little formal follow-up programs for these wonderful presentations.</p>	<ul style="list-style-type: none"> • Every 15 minutes • Power Team • Teen Truth Anti-Bully Assembly • Legacy of Hope
<p>RVHS has an ample number of clubs to attract the interests of just about every student on campus. Our clubs range from academic to cultural to hobby and sports based leisure activities.</p>	<ul style="list-style-type: none"> • 40+ clubs • Cultural Day • Athletic Programs • Visual and Performing Arts • Virtual Enterprise
<p>Student led rallies have greatly increased the number of leadership opportunities for students. These have also fomented a growing sense of school pride and spirit.</p>	<ul style="list-style-type: none"> • Freshmen Welcome Rally <ul style="list-style-type: none"> ○ Link Crew • Homecoming/Parade • Spring Rally (aka Teacher Injury Rally)



River Valley High School

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Chapter 5

Action Plan



Chapter 5: Action Plan



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Appendix



