

RANCHO BUENA VISTA HIGH SCHOOL

School Accountability Report Card

Principal's Comments

Rancho Buena Vista (RBV) is the largest high school in San Diego County. Despite our large size, RBV has a campus that is safe, orderly, and focused on student learning. As a school, we are committed to providing a quality educational experience for all students. While RBV has many outstanding programs, one highlight is the increase in the number of students participating in our Advancement Via Individual Determination (AVID) program, which helps motivate students to attend college. We are pleased with the level of college preparation for these students. Our goal is to ensure not only that they enter college past high school but that they are also successful when in college. The presence of the Gear-Up program on our campus for the past two years provides additional exposure to the college experience. The Gear-Up program works with two cohorts at RBV—our current 11th and 12th grade students.

Our staff believes that success is the only option for RBV students. Accordingly, teachers have embraced professional collaboration as they share best practices, design lessons, construct common assessments, generate common rubrics, and explore students' needs through analysis of data. Additionally, to ensure students' success, we support the needs of students who have not mastered essential skills by providing after-hour tutoring in math, science, world languages, composition, and art. Math tutoring is our most extensive after-school academic program as 300 students attend the sessions weekly, seeking support in regular classroom setting as well as in our ALEKS labs. This year we introduce to the site the Read 180 program—a lab based instruction for students who need improvement in reading comprehension. The course, which requires two hours of instruction daily, is offered to mainstreamed as well as special education students.

RBV is a recent recipient of a 21 Century Grant, which provides funding for after-school programs. We are using these funds for academic support as well as recreational activities. Accordingly, our library is now open for students who are seeking a place to complete homework till 5:30 PM Monday through Thursday. We are also providing tutorials for English Learners, CAHSEE preparation for special education students and a five week Literacy Academy for students who need improvement of reading comprehension skills. Our students also enjoy after school lessons in tap dancing, ballroom dancing, cooking, weight training, drama, self defense, and adventure education.

Overcrowding is an important issue at RBV. This situation taxes all aspects of our campus, from student access to programs to long lunch lines to limited facilities. We hope that a new high school, scheduled to open in the fall of 2009, will relieve this situation.

Major Achievements

- In April 2003 RBV was recognized as a California Distinguished High School. We were one of only three schools in San Diego County to receive the award in 2003 and among only 50 high schools statewide to receive this award.
- RBV received a six-year accreditation from the Western Association of Schools and Colleges in 2004. A six-year term is the maximum a school can receive from the association.
- In 2006/2007 RBV was recognized as an AVID National Demonstration School.

Focus for Improvement

- Vista Unified School District is committed to aligning curriculum with the California Content Standards as well as improving literacy skills among all students. RBV participates in this effort by implementation of Content and Language Objectives, by use of interactive lesson design and by deliberate instruction of content vocabulary.
- Teachers are participating in the state-sponsored training for the use of the language arts text adopted by the district. Schools strive to broaden the scope of their Advancement Via Individual Determination (AVID) program, which motivates and supports underperforming students who plan to enter and succeed in college.
- Teaching staff in the district participates in the design and implementation of assessments that measure students' mastery of state standards in English/language arts, math, science, and social studies.
- The RBV faculty is implementing the Professional Learning Community model as we emphasize professional collaboration among staff, instruction that meets the needs of all students, data driven curricular decisions and increased tutoring opportunities for students in need of academic support.
- The RBV community of teachers is working to implement Direct Interactive Instruction in all lessons. Our goal is to design and deliver lessons that allow for a gradual shift in cognitive load from the teacher to the student.
- The six pillars of character are the cornerstone of a school-wide focus on character development, lead by our Character Leaders facilitator.
- RBV teachers, particularly our social studies department, have embraced the Understanding by Design model as they structure relevant lessons and assessments.
- All RBV teachers have been trained in the SIOP model and are implementing elements of the model in their lesson design and delivery.
- We strive to improve school climate and culture by providing viable opportunities for our student body to participate in decision making. To that aim we promote participation in our ASB program, Character Leaders program and Student Forum program.

Parent Involvement

RBV has a large, active Parent Teacher Student Association (PTSA) on campus. These parents volunteered over 1,000 hours to support RBV in many different endeavors. For example, each year over 100 volunteers assist with the school registration process. This group also provides several thousand dollars in scholarships each year for needy students. This year's PTSA president is Colleen Hervey. Colleen can be contacted at (760) 727-7284, extension 72809. Parents are also an active stakeholder group in our School Site Council, in our growing ELAC Committee.

School Safety

SB187 Safety Plan

Date last updated: May 2009
Date last reviewed with staff: November 2009

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Our school and grounds are very safe. Staff members monitor the campus before school, after school, and during breaks. Our discipline policies curtail fighting and bullying. We routinely go over safety rules with students, and we practice fire, earthquake, and other disaster drills regularly. The presence of a School Resource Office on the campus enhances safety and our capacity to react to any breaches of school rules.

School Discipline Practices

At times we find it necessary to suspend students who break certain school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day.

Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

All students learn school rules and discipline policies. Administrators handle discipline issues with individual students. We use in-school suspension as necessary. We teach conflict resolution, including anger management, and reward students for positive behavior. Currently we offer a number of after-school educational opportunities concerning substance abuse, decision making and anger management. Several community agencies have been granted funds to provide these services. Currently, our counselors are surveying staff to determine needed additional groups for social/emotional student support on the campus.

Our goal is to create a productive learning environment for our students.

Adequacy of School Facilities

Our school includes 123 classrooms, of which 67 are portables. Together they accommodate approximately 3,350 people. On an average day, 3,250 students and staff occupy these buildings. This exceeds our capacity by four percent. Classrooms are cleaned daily, and the grounds and buildings are maintained regularly through a districtwide schedule. Classrooms have adequate desks and lighting. The bathrooms in our school contain 82 toilets, all of which were in good working order when we last surveyed the building.

Library

The library has extensive book collections that are aligned to the curriculum, as well as online databases and computers for student use. The library is open five days per week, and students may visit before, during, and after school. Classes often come to the library to work on specific projects or receive instruction on accessing information. Students may check out books daily.

Computers

We have 570 computers available for student use, which means that, on average, there is one computer for every five students. There are 118 classrooms connected to the Internet. RBV has one drop-in computer lab that allows teachers to infuse technology into every discipline and two ALEKS labs that allow personalized instruction in math skills. Every classroom has at least one workstation, and many classrooms have smaller computer labs of six to ten machines. We encourage students to incorporate technology into all their work, and students often submit assignments electronically to teachers. While our technology network is fairly extensive, maintenance and replacement of equipment remains a challenge in difficult fiscal times. We are working to update our teaching stations with up-to-date technology, such as Elmo projectors and smart screens, but it will be a few years before we will be fiscally able to update all our classrooms similarly.

Specialized Resource Staff

In addition to teachers and administrators, our school employs other staff, such as speech and hearing specialists, a school psychologist, and a nurse. Most of these professionals work part time at RBV as their time is divided with other schools at the district. The census called CBEDS, which occurs in the first week of October, accounts for these specialized staff in ways that may not account accurately for the time they spend here.

Many specialized resource staff work at more than one school in our district, and their schedules will change as students' needs change. For these reasons, the staffing counts you see below may be inexact, and may also differ from the staffing provided today in this school.

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|--|---|--|
| Academic Counselor | 6 | 500 |
| Library Media Teacher (librarian) | 1 | n/a |
| Library Media Services Staff (paraprofessional) | 1 | n/a |
| Psychologist | 1 | n/a |
| Social Worker | n/a | n/a |
| Nurse | 1 | n/a |
| Speech/Language/Hearing Specialist | 1 | n/a |
| Resource Specialist (non-teaching) | 1 | n/a |
| Other | | n/a |

Specialized Programs and Staff

RBV offers students an opportunity to take courses through the International Baccalaureate (IB) program and earn an IB diploma. Students who complete this rigorous course of study can also earn college credit for their efforts. RBV also offers a significant number of Advanced Placement (AP) courses, which prepare student to take the end of course AP tests, for which students can earn college credit. Our Internship program provides opportunity for seniors to work as interns with local businesses or service organizations. This program connects students to local career opportunities and gives them real-world work experience.

GIFTED AND TALENTED EDUCATION: Educators identify academically gifted or talented students based on teacher recommendations or tests for inclusion in enrichment programs called Gifted and Talented (GATE). We identify students for our GATE program using a nationally published test designed to rank students. The program is for district students in grades three through twelve. GATE students receive specialized instruction in the regular classroom. Students may occasionally participate in special activities. At RBV, academically gifted students enroll in our many honors classes, including IB and AP.

SPECIAL EDUCATION PROGRAM: Students with moderate to severe learning differences are sometimes entitled to individual education plans and extra attention. Rancho Buena Vista High School is staffed with ten full-time resource specialists, eight fulltime Special Day Class teachers, a full-time speech and language pathologist, and a psychologist. Students enrolled in special education at Rancho Buena Vista meet regularly with a special education teacher who provides specialized small-group and individual instruction based on the student's Individualized Education Program (IEP). When needed, the district also provides counselors and home-school liaisons to assist families in helping their children succeed in school.

ENGLISH LEARNER PROGRAM: Most students not yet fluent in English enroll in special classes that help them gain fluency. We strive to advance our English Learners into regular classes as soon as possible. At our site, we have the following staff members working directly with English learners:

- full-time bilingual teachers
- full-time English-only teachers certified to instruct English learners
- bilingual (English/Spanish) instructional assistants

Instruction focuses on reading and verbal skills. English learners receive ELD daily. Teachers are appropriately credentialed to teach English learners.

Homework

A district homework committee met during 2005–2006. The committee's mission was to develop a district homework policy. The committee surveyed students, parents, and teachers throughout the district to learn about current homework practices. The language of the new policy was presented to the board of trustees in June and implemented in 2006–2007.

Other Funding

RBV receives and uses categorical funding to improved performance by our English learners, special education students, English Language Arts and math students. Our Single Plan for Student Achievement articulates the action plan for use of the funds. This plan is evaluated by and approved by our School Site Council. RBV uses the funds for teacher training, supplemental instructional materials, and staff collaboration time. Coordinators monitor students in these programs carefully and report their progress annually to the SSC and the staff.

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2009-10 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the **percent** who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CAHSEE Web page at <http://www.cde.ca.gov/ta/tg/hs/>.

| Group | % Graduated Class of 2009 |
|---|---------------------------|
| All Students | 95 |
| African American | 3 |
| American Indian or Alaska Native | 1 |
| Asian | 2 |
| Filipino | 2 |
| Hispanic or Latino | 4 |
| Pacific Islander | 1 |
| White (not Hispanic) | 52 |
| Socioeconomically Disadvantaged | 33 |
| English Learners | 7 |
| Students with Disabilities | 9 |

Career Technical Education Programs (School Year 2008-09)

This section provides information about the Career Technical Education (CTE) programs and **lists programs** offered at the school.

Fashion Merchandizing [1st Semester]; Interior Design [2nd Semester]; Internship; Child Care Dev; ROP Photography Imaging; ROP Digital Art; ROP Graphic Design; ROP Computer Animation; ROP Computer Animation Internship; ROP Web Design 1; ROP Web Design 2; ROP Business//Computer Applications 1; ROP Business/computer Application2; ROP Keyboarding/Word; ROP Health Essentials; ROP Sports Medicine; ROP Sports Medicine Internship; ROP Stage Technology 1; ROP Stage Technology 2; ROP Multimedia Production; ROP Virtual Enterprise

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of pupils participating in CTE | 706 |
| Percent of pupils completing a CTE program and earning a high school diploma | 67% |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 100% |

Professional Development

All teachers and staff participate in three days of staff development each year. The district provides one day of training, when all teachers come together for a common purpose. The other two days are provided at our school; the content of that training is determined by the needs of the staff. Teachers regularly meet in grade level and department groups to review student data and student work, plan instruction, and review teaching strategies.