

# **RANCHO BUENA VISTA HIGH SCHOOL**

**WASC Self-Study 2009-2010**

**Chapter IV: Self-Study Findings**

## Focus Group: Organization

**Criterion A1** – *The school has a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve at high levels. Supported by the governing board and the central administration, the school’s purpose is defined further by expected schoolwide learning results and the academic standards. The expected schoolwide learning results stress attainment of the academic standards.*

Over the past few years, RBVHS has created a Mission Statement, Vision Statement and Values Statements. A committee of stakeholders (parents, students, teachers and administration) was created to draft these statements. While drafting these statements, the committee primarily considered “student needs and current educational research,” and the statements support the “belief that all students can achieve at high levels.”

Both VUSD Board and school goals are aligned with the statements. In addition, our ESLRs are specific and in alignment with academic standards. The certificated staff is aware of the statements and the ESLRs and how they work together to define our school’s purpose.

ESLRs are aligned with academic standards and generally drive curricular and instructional goals. The new ESLR (Connections) is aligned well with the Mission, Vision, and Values statements of these goals.

**Criterion A2** – *The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decision for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Educational Agency plan.*

The Vista Unified School District has a long-standing tradition of codified policies and bylaws that are reviewed on a regular basis. At present, our Chief Academic Officer is spearheading a comprehensive review of these policies in conjunction with the Board.

Since 2008, the Board identified an overarching Board Goal that stated:

*“All school sites and the Vista Unified School District shall exit the federal designation of Program Improvement by 2012 through fulfilling the requirements that every child reach academic grade level proficiency in all core subjects.”*

To delegate the implementation of governing bylaws to all staff the Board makes all current policies available via the VUSD website. In addition, the district leadership has identified an instructional focus for all professional staff. The Instructional Focus Statement is:

*“All students will make meaning of text through explicit instruction of academic language, common academic vocabulary, and reading strategies resulting in comprehension and understanding of the grade level standards-based content being taught.”*

The Single Schoolwide Plan for Student Achievement is presented to the governing board each year for its approval. RBV has a effective relationship with the local educational agency and the two organizations work collegially to implement the SPSA.

**Criterion A3** – *Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards. 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.*

The SPSA is developed from data collected and analyzed on a quarterly basis by the principal, the assistant principals, the department chairs, the Shared Governance Council, and the School Site Council. Each fall, the principal and the SSC make the final revisions and give final approval for the implementation of the SPSA. The SPSA is used to insure alignment of the curriculum and resources with student needs.

**Criterion A4** – *A qualified staff facilitates achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development.*

All certificated staff are considered highly qualified within their subject areas. All new VUSD teachers are required to participate in the Beginning Teacher Support and Assessment (BTSA) program. This provides a solid foundation for new teachers to assist them in organizational and instructional strategies during their first two years of teaching.

The VUSD has traditionally, until this school year, had three Buy Back Days and one Staff Development Day. These days are typically used to provide professional staff development in a variety of topics related to the operation of the school and strategies for instruction. The future of the district Buy Back Days is unclear at this time, but it is the intention of the RBV leadership to provide staff development opportunities such as UbD, SIOP, and PLCs.

**Criterion A5** – *Leadership and staff are involved in ongoing professional development that focuses on identified student learning needs.*

At the beginning of this school year, two Buy Back Days were dedicated to training all of our certificated staff in SIOP. In recent years, such topics as brain-based learning, Quantum Learning, an introduction to PLCs, and academic vocabulary have been presented. The site and the district have agreed that the focus for the next two to three years will be Direct Interactive Instruction, including the SIOP strategies.

To this end, an RBV leadership team was formed to include the principal, two assistant principals, the four core department chairs, and the Literacy Coach. This team has participated in three full-day staff training sessions on the development and use of content and language objectives. One of the components of this process is the Learning Walks. In October of 2009, RBV piloted the first of three districtwide Learning Walks which involve a team of county office of education instructional leaders, district leadership, and teachers. The focus of the first walk was to identify the use of content and language objectives to know what students are learning and how to address what they are not learning.

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

A qualified certificated staff works towards accomplishing the academic standards and the ESLRs. A supportive and knowledgeable classified staff assists in achieving the academic standards and the ESLRs. Staff members, in general, feel that we do the best with what we have. There are several inadequacies (see **Key Issues** below) because of finances, but the processes in place and materials used are aligned with the goal of addressing academic standards and meeting of the ESLRs.

Money has been allocated in a fair way to all departments and the library, however, the school needs more financial resources to better support students to accomplish academic standards and meet the ESLRs.

Our school site was intended to serve 1,800 students and currently we have over 3,000 students. While enrollment declined somewhat, our facilities often cannot adequately serve our students. As mentioned, the student population is on the decline and a new dual magnet high school just opened this school year. These two changes could potentially alleviate some of our overcrowded conditions. Despite serving over 3000 students, our physical campus looks good and is generally safe.

The District provides our site with discretionary funds based on the number of students enrolled. Additional funding comes from grants, SIP, and EIA and has an established set of procedures for on-site management. Programs like Gear Up and the 21<sup>st</sup> Century Grant also supplement our regular funding sources with their special programs and events.

## **SUMMARY**

### **Areas of Strength from A1:**

The site has developed a full component of Mission, Vision and Values Statements, based upon our students' needs.

The drafting and editing of these statements was a cooperative process involving the RBV Shared Governance Committee, the Department Chairs and the School Site Council. Statements were shared with the staff and community at large. Throughout the process, the staff expressed that they felt as though they wanted to have a “touchstone” that encompassed the ideas expressed in the Mission, Vision, and Values statements. The Character Leadership Grant PLC and the student forum came up with several touchstone mottos. The student representatives voted and they selected the touchstone—*Respect the Ranch*. Last spring, the motto was publicly launched with a touchstone video in which approximately 500 students participated.

### **Areas of Strength from A2:**

Our “governing board” consists of the VUSD School Board of Trustees, District, School Site Council (SSC), Shared Governance Committee (SGC), and site administration. Goals and policies set by these groups are lined up with the school's purposes and the ESLRs.

Generally, staff feels that communication with the governing board is strong and effective. One of our strongest areas is with our site governing bodies. The site administration and SGC work and communicate well with all staff members.

The site does present quarterly reports to the district and the information contained in this report is utilized to determine resources, instructional needs, and student academic needs.

**Areas of Strength from A3:**

The staff feels that the activities and focus of the school are on ESLRs and the needs of the students. While the staff reports being generally unaware of the explicit details in the Schoolwide Plan for Student Achievement, they feel that the school's activities and philosophy are aligned with what is stated in the plan.

**Areas of Strength from A4:**

The certificated staff is credentialed in their subject area. All first and second-year teachers are required to participate in the VUSD-directed Beginning Teacher and Support Assessment (BTSA) program and produce a portfolio for the state induction program. All staff participates in on-going site and district staff development. All professional development (for new and tenured staff) is aligned with academic standards and ESLRs. Certificated staff annually sets goals and are regularly evaluated by the site administration; goals are aligned with academic standards and ESLRs.

**Areas of Strength from A5:**

In general, there is consistent, on-going professional development. Our current Monday morning meeting schedule allows for staff development and time for teachers to collaborate. We have both district and site support of professional development. The site administration is able to pay PLC groups for meeting after school when their goals are aligned with ESLRs and standards. The district provides on-going professional development for specific supported programs. The majority of staff feel that staff development is based on a critical review of research and data, such as CST, CELDT and student grades.

**Areas of Strength from A6:**

Last year, several math, English, and ELD classrooms received technology updates (document cameras, projectors, SMART boards) and, this year, other departments will receive similar technology. Money for classroom supplies are allocated and distributed in proportion to the size of the department. Each department has a process in place for ordering materials and supplies for the classroom. There is a district-wide textbook adoption process in place that insures that textbooks are focused on academic standards. The library has support materials for all subject areas and purchases new materials based on academic standards and ESLRs. The librarian consults with staff members before adoption of new programs to see how teachers can best be supported (EBSCO, ProQuest, and print materials). Three RBV computer labs are dedicated to serve the needs of underperforming students.

### **Key Issues from A1:**

Currently, there is no system in place to monitor the Mission, Vision, and Values statement. While each of these statements is new and they currently reflect our schools beliefs, a process for monitoring and possible revision should be put into place.

Students do not always reflect the ideas expressed in the value statement; the school should find ways to reinforce the values statements with the student body. The addition of the new ESLR “Connection” is expected to assist in this area of concern.

While stated goals are aligned, not all Board policies necessarily support that alignment, as evidenced in with the recent reduction in graduation requirements and grade point average (GPA).

Departments and teachers anticipate that the Mission, Vision, and Values statements can more clearly and explicitly connect ESLRs with our academic standards and expectations.

### **Key Issues from A2:**

In general, the staff feels that policies are aligned. However, due to contractual issues, staff members don’t always feel supported. There is resentment that we are being asked to do more at a time when our contract has not been settled for several years. Although difficulties remain in the relationship between district officials and staff, communication is improving.

The staff desires more feedback on how data (specifically from the VUSD benchmarks) are being used. Staff members also feel that there is no follow through after the quarterly reports are sent to the district. The district has not unilaterally supported revision of district benchmarks.

### **Key Issues from A3:**

Staff members understand the goals of the school; however, most were unaware of a stated and specific “schoolwide action plan.” The staff is also unaware of how and when the schoolwide action plan is developed and/or monitored. Administration needs to do a more effective job of providing staff development opportunities and other ways to educate staff on the schoolwide action plan.

### **Key Issues from A4:**

The staff views some of the site and district staff development as unfocused. Many staff members feel that there are too many programs/strategies and are not sure which to focus upon. This year, SIOP training happened two days before the start of school. This did not allow time for staff

members to properly learn and integrate the tools taught into their classrooms. The staff feels it has become more difficult to attend trainings outside of the district in the past few years. It is very difficult to get substitutes for School Business because of new policies and procedures that have been put into place and because of budgetary constraints. The staff feels there should be a system in place for new hires to get trained in processes and procedures used by the school, for example: ABI Gradebook, staff websites, SLOP, purchase orders/ funding, etc.

#### **Key Issues from A5:**

The staff overwhelmingly feels that it has become increasingly difficult to participate in staff development because of budgetary constraints and the process to get a substitute for School Business. Despite the fact that site administration does offer pay, teachers express that it is difficult to meet with one another because of time constraints and commitments outside of the school day. While the majority of the staff feels that the staff development is based on critical review of data, the staff does not feel that this is the case throughout the school, all of the time, in all departments.

#### **Key Issues from A6:**

The current budget situation may force us to release staff members and prevents us from adding new qualified personnel. Existing policies require us to keep staff members based on tenure, rather than evaluation.

Many of our resources are outdated, particularly technology. Most classrooms do not have a dedicated student computer or printer. Computer labs are inadequate considering the student population. In many English classes, there are only enough supplemental textbooks for each teacher to have a class set. One of the largest issues on campus is the limited number of laboratory science classrooms; we have only seven laboratories for 15 teachers. This means that teachers are conducting labs in inadequate and less than ideal environments. Teachers also often move from room to room to conduct labs. Teachers moving and setting up labs is not conducive to achieving academic standards and impacts the instructional learning time.

Site funding has been reduced due to the state budget cuts. As a result, our site is in “survival mode.” Many site improvements such as technology upgrades are dependent on grant funding, SIP and EIA. In the past, teachers were able to attend numerous workshop and conferences. The cuts in site funding have all but eliminated the ability for teachers to attend such events. Due to the lack of funding, orders placed and conferences attended may be approved, but only after careful review. For the past two years, we have reached points in the school year where our funding has been completely frozen.

In regards to the physical materials, the feeling from the staff is that we don't have adequate physical resources to meet our needs. The staff feels that there are not enough staff restrooms in the school. The staff also reports that students do not feel that their bathrooms are properly maintained. The head custodian states that the bathrooms are disinfected, stocked, and maintained twice a day. Last year, the district cut a full time gardening position and it is predicted that we will have additional classified staffing cuts next year. Classrooms, grounds, and common areas have each been negatively affected with financial cutbacks that eliminate classified positions, and these cutbacks are expected to continue.

According to the Finance Office, teachers and departments could better work within the current budget situation by:

- 1) teachers and departments ordering only the necessities (rather than spending entire budget in fear of losing money)
- 2) securing additional grant funding

### **Evidence from A1:**

The Mission, Vision and Values statements are on the school website, as well as school letterhead. The ESLRs are posted on the school website as well as on individual teacher and department assignments and rubrics linked with academic standards. The VUSD Board goals are available on the school district website. The touchstone video is available on the school website.

### **Evidence from A2:**

- Board Goals
- *Read 180*
- NovaNet
- Adult Education and ROP offerings
- Benchmark creation and reporting
- Calendar Committee
- CELDT testing
- CST/CAHSEE Results and testing window
- School rules and guidelines set out in the Student Handbook
- District Budget Advisory Committee
- Election of site governing bodies
- Agenda and minutes of SSC & SGC routinely published and distributed
- Quarterly reports – Benchmarks, CST results, and CELDT results

## **Evidence from A3:**

### ***Core Subject Areas***

- Currently have district benchmarks and common assessments.
- Created essential academic vocabulary terms to increase our focus on academic literacy.
- Utilize released CST test questions to improve CST test taking skills and improve individual achievement.

### ***History Department***

- The annual USO Show, History Day participation, and the Museum of Tolerance field trips are activities that focus on the ESLRs.

### ***Math Department***

- After school tutoring and mandatory tutoring for failing students.
- Creation of Essential Math class for students who have not passed CAHSEE.

### ***English Department***

- Junior Exhibition focuses on ESLRs and post-high school career choices.
- Creation of Essential English class for students who have not passed the CAHSEE.

### ***Physical Education***

- Fitness testing every 6 weeks and all 9<sup>th</sup> graders are required to pass 5/6 tests.
- Students are required to continue in a PE class until they pass the state fitness test.

### ***Honors***

- IB and AP classes and external exams are offered to help student success post high school.

### ***AVID***

- Program and tutoring methodology help struggling students, increase post- high school success and decrease attrition rate.

### ***Internship***

- Provides connections to community and post-high school career information.

### ***Schoolwide Activities***

- 21<sup>st</sup> Century Grant offers after school clubs and activities
- Zero, 7<sup>th</sup>, and 9<sup>th</sup> periods offer ways to gain credits and increase elective offerings

- Gear Up program offers student support in attainment of post-high school goals
- Extended Library Hours offer student support
- NovaNet offers a way to recapture credits
- Parent Portal, Student Portal, *Naviance*, staff websites, and ABI access each increase communication among stakeholders.

#### **Evidence from A4:**

- Teacher credentialing information is available at the District Office.
- Induction process aligned with ESLRs and academic achievement.
- The California Formative Assessment and Support System for Teachers (CFASST)
- Event completion – BTSA program
- Induction Portfolios – BTSA program
- Staff Development aligned with ESLRs and academic achievement:
  - Weekly readings provided by site administration.
  - Buy-Back Days
  - Learning Cycles and Learning Walks
  - Department meetings and PLC's create and update curriculum, assignments/activities, common assessments, and rubrics.
  - IB and AP training
  - Understanding by Design (UbD) training
  - SIOP (Sheltered Instruction Observation Protocol) training
  - Character Counts and Capturing Kids' Hearts training
  - SB 472 Textbook Training
  - Ellis Training
  - Read 180*

#### **Evidence from A5:**

- Monday Morning Meeting Calendar
- Staff Development Calendar
- PLC Group notes and schedules

#### **Evidence from A6:**

- All certificated and classified staff members go through a rigorous hiring process and participate in on-going training.
- All certificated staff meet the highly qualified mandates as required by NCLB.
- Maintenance is done on an as-needed basis. There are regular on site inspections by the head custodian and outside personnel (fire department

- and/or district personnel). The head custodian does his best to meet the needs of teachers and keep the school safe and clean.
- The principal gives each department a budget. To validate the need for the supply orders requested, teachers must first have department chair approval. The Finance Office places the order and it is forwarded to the district. Purchasing will shop for the best price to maximize site funding.
  - Additional committees have been set up to ensure that funding is appropriately spent. One example is our Technology Committee. Another means of monitoring expenditures is the School Site Council. Using SIP and EIA money, these committees make purchasing decisions based on the school's need for equipment and new technology.

**NOTE:** Since the Organization Focus Group last met, the district has frozen the budget. This will have an obvious impact on our site resources and the information provided above.

## Focus Group: Curriculum

**Criterion B1** - *All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results. Through standards-based learning (what is taught and how it is taught), these are accomplished.*

Throughout its six sessions, the Curriculum Focus Group has had a “good feeling” about the way in which RBV has continued to take leadership in curriculum development and refinement across the district. Not only has the staff been engaged in the ongoing process of adapting and refining a standards-based curriculum, but they have made great strides in integrating research-based curriculum models like UbD and instructional models like SDAIE and SIOP.

Several of our department chairs have made a significant impact through their leadership in the multi-year district-wide effort to realign curriculum and pacing guides and to develop a coherent set of joint assessments, termed “Benchmarks” in the VUSD context. These Benchmarks have been directly linked to state standards and through the use of the Edusoft program they have been able to correlate these standards into the results of student achievement. This has been very informative in our ongoing refinement of curriculum and in our continued collaboration regarding instructional best practices.

The Social Studies Department was the first to usher in complete set of four Benchmarks for each grade level 9-12. Other departments have since been able to expand the number of their Benchmarks, as well, with each course or grade level determining the scope and timing of the assessments to best complement their pacing. Every core subject has been able to utilize the formative and summative assessments as a powerful tool to diagnose areas that will need special emphasis in reviews and/or for re-teaching. The English Department has also been able to bring this into an even more finite context as they have been working over the last two years on common assessments that are directly linked to their curricular offerings.

The staff takes great pride in its efforts to create relevant and engaging curriculum that is standards-based. This is not only true of our core subjects, but also in our major elective areas like International Languages and the arts. In addition, several “boutique” electives have been developed over the last several years that directly teach standards and provide a comprehensive complement to their required class partners. Some of these, such as “The History of American Sport” and “The Socio-Political History of Rock and Roll, address the standards of U.S. History and Government, while others like IB Film Studies II and IB Theatre Arts HL are designed to meet the world class standards of the International Baccalaureate program.

**Criterion B2** - *All students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals.*

All courses at RBV are open to all students. Students who may not meet minimum requirements for any given course may choose to “waver” in to a class in order to challenge themselves. Counselors meet with every student during the registration process to assist them in selecting the most appropriate courses for success. During the course of our ongoing curriculum development and refinement, RBV teachers have been very cognizant of the need to achieve the delicate balance between a curriculum that is challenging and rigorous as well as accessible. This last aspect—accessibility—has been of even greater concern to us as we have seen a very rapid shift in our student demographics.

**Criterion B3** - *Upon completion of the high school program, students have met all the requirements of graduation.*

The RBV counseling staff meets with every student every year to review their graduation status. The requirements for graduation are well known to students, parents, and community through our Course Catalog, Student Handbook, and website listing. It is also a regular part of any Counseling Department presentation—from Freshmen Orientation through the College and Financial Aid Nights in the fall and winter of their senior years. Counselors develop junior and senior contracts that itemize student progress toward graduation and identify specific courses that are needed. The complete listing of graduation requirements is available in the Course Catalog, and on our website, and can be found in Appendix F.

## **SUMMARY**

### **Areas of Strength from B1:**

#### ***English***

- Essential Standards have been developed to focus the curricular and instructional focus at every grade level.
- Each course syllabus includes reference to both the Essential Standards and the ESLRs.
- VUSD Benchmarks are administered at the end of the semester to all grade levels.
- Common assessments have been given two times a year (Grades 9-12) and the results are part of the principal's quarterly report.
- The 11<sup>th</sup> and 12<sup>th</sup> grade curriculum has been realigned to reflect non-fiction lessons.
- A Rhetoric/Non-Fiction class has been created for 12<sup>th</sup> graders.

- The 10<sup>th</sup> grade teachers have developed an “Exposé” joint assessment in collaboration with their social studies colleagues to provide public speaking experience in preparation for the 11<sup>th</sup> grade Junior Exhibition.
- The English Portfolio has been redesigned and a new set of standards have been formulated on the checklist.
- The 9<sup>th</sup> grade has implemented CST review packets for each unit (one strand is incorporated every six-weeks).
- All 9<sup>th</sup> and 10<sup>th</sup> grade teachers have been provided a notebook of activities and a timeline for CST and CAHSEE preparation.
- The DADA classes in the 10<sup>th</sup> and 11<sup>th</sup> grades have integrated curricular elements with art and social studies, including interdisciplinary assessments.

### ***Math***

- All course outlines strictly adhere to state content standards.
- Algebra I and 2, Math Analysis, Pre-Calculus, and Calculus have all adopted new texts that were written to address the state standards. New standards-based Geometry texts are being introduced next year (2010-2011).
- An Essential Math curriculum, designed to align with the CAHSEE, has been fully implemented.
- The ALEKS computer math program, aligned with the state standards, has become the core curriculum for Pre-Algebra and as a supplement to Algebra I and Essential Math.
- Many of the department members have participated in SB 472 training during the summer and they have been trained on how to integrate new texts and technology into their curriculum.

### ***Science***

- The department has stop using their Integrated Science I and II courses, because they were not meeting the academic needs of their students.
- The department has added Earth Science and Life Science to replace the Integrated courses and to fulfill the general science requirements for graduation.
- All of the teachers have been trained in the SIOP model of instruction and it is now being integrated into all science courses.
- All science courses have been aligned to state standards through the identification of both key vocabulary and the VUSD Essential Standards.

### ***Social Studies***

- The History Day project for all 9<sup>th</sup> graders has had a significant impact upon student research skills, organization, and conceptualization.
- The 10<sup>th</sup> grade teachers have fully integrated the annual field trip to the Museum of Tolerance into their unit of study on the Holocaust.

- Three new UC-approved classes have been developed since the last self-study: “The History of American Sport,” “Advanced Placement World History” (for 9<sup>th</sup> graders and as an elective for 11<sup>th</sup> and 12<sup>th</sup> graders), and “The Socio-Political History of Rock and Roll.” Each of these classes have direct connections to state standards, even though The History of American Sport and The Socio-Political History of Rock and Roll are elective classes.
- The use of the UbD model for curriculum development and refinement is increasing at all grade levels and an increasing number of teachers have been trained in its use.
- Joint assessments continue to be a hallmark of the 10<sup>th</sup> grade Honors courses (AP European History and English). Three of these assessments have been reviewed in light of student performance and re-written for 2009-2010.
- DADA classes have begun at the 10<sup>th</sup> and 11<sup>th</sup> grades to integrate history, English and the arts as a means to increase student interest and infuse more art into each of these curriculums.

### ***International Languages***

- The department has gone through the process of adapting the national standards previously in use to the newly-released state standards in the areas of Content, Communication, Culture, Structure, and Settings.
- The content standards have focused on family, home and leisure activities for Levels 1-4 in their focus on “elements of daily life.”
- Communication has used oral and written conversations, including written and spoken dialogues and presentations to an audience, for their Levels 1-4.
- To address the Cultural component, Levels 1-4 are recognizing similarities and differences within target cultures and identifying cultural borrowings.
- The use of orthography and grammar are two aspects that Levels 1-4 study as part of their Structure standards.
- The concept of Settings is addressed for Levels 1-4 through clues where students can recognize which language forms to use in “highly predictable language settings.”

### ***Special Education***

- To enhance the department’s focus on functional academics, independent living skills, vocational training, and community-based instruction, they have adopted the California Alternate Performance Assessment (CAPA) standards-based curriculum.
- The department is beginning to integrate the UbD model in their adaptation and application of curriculum.
- Formative and summative assessments have been based upon CAPA standards.
- Individual Education Plans (IEPs) are including goal-driven assessments.

- Rubrics have been developed for Independent Living Skills in the areas of cooking, shopping, hygiene, money skills, community signs, chores, recreational activities, personal information, and community safety.
- In accordance with Individual Transition Plans, SDC Severely Handicapped seniors are brought into the Transition Program for students aged 18 to 22 years.

### ***Art/Digital Arts Design Academy (DADA)***

- The ESLRs are imbedded in the curriculum to **Connect** students to how art functions beyond the classroom and is incorporated into society.
- **Knowledge** is emphasized with the parallels between art and English regarding message, theme and vocabulary as used in the “Artistic Interpretation of Flanders’ Field.”
- **Critical Thinking** is seen through the student critiques of fine art that integrate the art and English curricula.
- **Communication** skills are evident in the “Artist Birthday presents” activity.
- The “Pinwheels for Peace” projects seeks to bring a greater awareness of how individuals and art can bring about change.

### **Areas of Strength from B2:**

- The English Department has provided career exploration and preparation for all students to more confidently transition to post-secondary education. To that end, the department has developed “Goal Packets” for 9<sup>th</sup> and 10<sup>th</sup> graders.
- Students in math are placed in an appropriate class upon their enrollment. Each placement is able to accommodate advancement to any other course. The department is concerned that the likely elimination of summer school will curtail access to higher level courses for those who arrive below grade level and, though the option to take extra courses at local community colleges exists, this option is not being fully utilized by those who might best need it.
- The daily math tutoring sessions provide individual support for all students.
- The Science and Social Studies Departments have found that the percentage of waiver students has increased in their honors courses.
- Both the AVID program and the Encuentros Club have encouraged more students to take as many honors science classes as possible.
- The *Naviance* program has enabled students to select the correct science class based upon the student’s long term goals.
- The Social Studies Department has seen that efforts are underway to increase the number of SEI (Sheltered English Instruction) students into the college prep and honors classes.
- The 9<sup>th</sup> grade World History I and PE teachers have worked together to deliver the required Health class. While the physiological aspects

continue to be addressed through the PE classes, the World History teachers have taken responsibility for the sociological aspects. Both teams have collaborated on a decision-making unit.

- The 10<sup>th</sup> grade social studies teaching team has applied the UbD model and its reliance on “essential questions” as they have been revising their curriculum unit-by-unit over the last three years.
- An ever-growing list of teachers with individual or course websites is making coursework and requirements directly available via the internet.
- The focus of the IEPs for our SDC-SH students is on curricular components that afford them the opportunity to be mainstreamed or the least restrictive Special Education classes.
- The use of TAs and/or the involvement in the “Best Buddies” Club have provided the SDC-SH students numerous opportunities to regularly interact with the rest of the student population. In return, the SDC-SH students assist with the campus recycling program, lunch cleanup, and the beautification and maintenance of two pocket gardens.
- All teachers in all departments have the ability to have a more direct role in recommending student placement via the ABI program. Students also have access to this process through the Student Portal.

### **Areas of Strength from B3:**

- Each year, a small number of students (five or fewer out of a class of approximately 700) do not meet the math subject requirement for graduation due to failing the final semester of a required course.
- Beginning with the Class of 2008, all students are required to pass the math portion of the CAHSEE in order to graduate.
- All science courses at RBV fulfill the high school graduation requirements of the VUSD. To better meet the needs of our students, the Integrated Science courses were dropped in favor of a more standards-based set of courses—Earth Science and Life Science.
- In addition to the regular tutoring opportunities available, a new Honors Study Hall has been designed to support those students in AP, IB, or Honors courses. This opportunity, however, is open to all students who need academic assistance.
- The *Naviance* program allows parents and students to track their progress toward graduation.

### **Key Issues from B1:**

While much has been done, many of our curriculum development initiatives continue to demand the “luxury” afforded in the allocation of the Monday morning collaboration times.

The staff has worked diligently to provide rigorous, relevant, and coherent standards-based curriculum for students. As many of the staff have accepted the

demands of these external standards, they also feel a sense of urgency that can, at times, stifle the creativity needed to sustain the balance between rigor and relevance.

The accountability found in the PLC concept has been, and will continue to be, of tremendous value in providing the structure and dialogue necessary to be more sustainable.

### **Key Issues from B2:**

A number of avenues to continue to increase student access to the entire program are under consideration. The potential for new programs like *Naviance* have not been fully tapped and the Counseling Department is working very hard to understand the ways in which this potential can best be applied for all students.

As our opportunities for connecting students with adults grows, so will a student sense of purpose and belonging.

### **Key Issues from B3:**

- The teachers of International Languages would like to see a second language requirement for graduation.
- In Special Education, the ITP drives the IEP process of formal work assessment in the 12<sup>th</sup> grade as part of the Workability program.
- There are still a number of Special Education and ELD students who do not meet all requirements for graduation.
- There are limited opportunities for students to recoup lost credits.
- Space at our continuation high schools is limited and necessitates students to remain in a program where they will not graduate.

## **Focus Group: Instruction**

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

Every student at Rancho Buena Vista High School is involved in some way in challenging learning experiences as they engage academic content in each of their classes and the expected schoolwide learning results. It is the practice of teachers to utilize academic standards and state curriculum frameworks for each subject area to determine curricular content and instructional strategies.

Throughout each school year, teachers use a variety of sources and assessments to observe RBV students' progress in achieving the ESLRS and academic standards. Results of state, district, departmental, and classroom tests and products are all taken into account as we determine the best practices to teach and insure students are leaning. Teachers inform students of the content standards to be learned; as we teach, expectations are outlined and rubrics are explained to our students to help them understand what is exemplary to what is far below basic.

As a staff we strive to incorporate innovative methods within the classroom using a variety of activities, projects, assessments, and technology. Understanding by Design (UbD) and Sheltered Instruction Observation Protocol (SIOP) are being embraced by RBV staff as they seek to actively engage the student learner. We also have made every attempt to take advantage of research-based professional development, conferences, and inservices as we collaborate together in professional learning communities (PLCs).

**Criterion 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 higher levels?*

Most teachers at Rancho Buena Vista High School use a variety of strategies and resources to engage students so they can have meaningful learning experiences. Teachers function as content area experts, as well as coaches and facilitators of learning by leading discussions, monitoring students working in the classroom, guiding group work, and assisting other teachers in best practices, appropriate strategies, and curriculum. Teachers keep current in their subject areas by attending various training and staff development opportunities both on and off campus. They frequently revise curriculum using research-based instructional methodology. As a result, courses are redesigned and modified on an on-going basis to ensure that the instructional program is

challenging, satisfying, and rigorous. Also, new courses are constantly being developed; some have been approved and are currently part of our annual course offerings.

Student work frequently demonstrates structured learning. Students are encouraged to develop techniques to organize, access, and apply knowledge. They assess their learning and demonstrate their knowledge through a variety of projects and assessments. From specific content area classes to big picture career and educational plans, students use journals, logs, graphic organizers and other tools to help them chart their progress. They apply their knowledge across disciplines and in courses, programs and activities that integrate academic and career-technical content. Student work frequently uses a variety of resources and tools to research and create various products and participate in various activities in all subject areas. In some classes, students' work is done individually, assignments tend to focus on individual effort, and they emphasize the completion of tasks. However, in more rigorous classes, students experience approaches that involve inquiry, formulating and solving problems, teamwork, reflecting on and communicating about their work, and revising work in progress.

Students use internet-based applications, data-bases, classes, and study programs as well as specialized software and equipment to learn and master the academic standards and ESLRs. While a few classes have technology imbedded into the daily curriculum, most classes share technology resources throughout the campus. The campus library, guest speakers, and fieldtrips are other resources frequently made available to students during their time at RBV.

All students are involved in some kind of community participation or community service during their four years at RBV, and many students take advantage of curricular and extra-curricular opportunities for shadowing, apprenticeship, community projects and other real world experiences. There are many rich traditions at RBV that bring the world to the campus as well as send students into the community and beyond.

## **SUMMARY**

### **Areas of Strength from C1:**

#### **Results of Student Observations and Examining Work**

- Teachers evaluate and track students' performances on formal standardized testing (CST, CAHSEE, CELDT, SLEP, EAP).

#### ***Science***

- Earth science teachers did a review for the CSTs and tracked scores of the students who attended.

### **Special Education**

- Special Education: teachers track students CST scores and reward students with a gold star with their name on the wall.

### **Multiple Departments**

- All staff are given their individual students' CST scores at the beginning of the year for the purpose of evaluating their instruction. To support this, they also have access to scores through Edusoft and ABI.
  - Administration and counselors have evaluated CST, CELDT, CAT6, and TERRA scores to qualify students for admission into the *Read 180* program.
  - CAHSEE Interventions: Before and after school tutoring; Gear up-Saturday school, mentoring; staff-created materials in EL and math; Essential Math and Essential English classes; state published preparation books; Kaplan materials; Study Island.com; and ALEKS CAHSEE prep—data is used to differentiate instruction.
- Special Education teachers track student progress through diagnostic testing, 504 plans, and IEPs.
  - Students demonstrate achievement of the standards and ESLRs through various assessments.

### **English**

- 11<sup>th</sup> grade English: Junior Exhibition Portfolio: Cover Letter, Resume, Job Application, and Speech.
- 12<sup>th</sup> grade English: non-fiction essay
- 10 grade English: spring benchmark test
- 9<sup>th</sup> Grade English: AXES Paragraph, *To Kill A Mockingbird* Essay
- English, social studies, science, and math assess student achievement through teacher-created districtwide benchmark exams using Edusoft.

### **International Languages**

- Teachers administer written exams and evaluate student achievement in accordance with the expectations of the IB oral exams and the AP exams.

### **Math**

- The various PLCs in the math department analyze the common assessments given to vary instruction. Teachers that have students who have demonstrated higher levels of mastery on a content standard share their “best practices.”
- Algebra II honors students have weekly standards-based multiple choice quizzes. All math assessments are standards based.

### **Science**

- Earth Science teachers administer a math diagnostic for 9<sup>th</sup> graders because they seek to better determine the math abilities of students as they work on lab-related assignments.

### **Social Studies**

- History Day Projects (9<sup>th</sup> grade & some 11<sup>th</sup> grade)
  - The annual Museum of Tolerance visits for 10<sup>th</sup> graders have an evaluative component.
  - USO Show Day Self-Reflection
  - 11<sup>th</sup> grade World War II graphic organizer assessment
  - Social studies teachers have students create newspapers for time periods, like the Revolutionary War and World War II, at several grade levels.
- Teachers in all subject areas and departments meet in PLCs to identify essential standards, design lessons, create common assessments, and evaluate student progress. For example—

### **English**

- English 12 teachers focus on infusing non-fiction text into the curriculum.
- English 11 teachers on infusing non-fiction text into the curriculum and literary periods of American literature.
- English 9 focuses on AXES paragraph development.

## **Student Understanding of Performance Levels**

### **English**

- Teachers explain to honors students the summer homework and reading assignments in the week's prior to the end of the school year. English teachers visit classrooms and information is posted on the school web site each June for use the following year.
- Teachers use rubrics for assessing student achievement of the standards and ESLRS. Rubrics are given to students in English before writing essays.

### **International Languages**

- Students receive rubrics prior to doing oral presentations or writing assessments.

### **Math**

- IB and AP math papers are graded using rubrics. Math teachers often use rubrics to grade homework, special projects, and assessments.
- IB and AP requirements are discussed periodically throughout the year. Students practice regularly with released exam questions.

- Students who are in an IB or AP math class are fully aware of the standards and expected level of performance demanded of them. Students in other math classes are aware of the standards/expected performance levels required to do well on CST, CAHSEE, and placement tests for both junior college and college.

### ***Physical Education***

- PE 9 testing is explained to all 9<sup>th</sup> graders with minimum scores identified. Test scores are reviewed each year to determine student performance levels and requirements to pass the state fitness exam.

### ***Science***

- Earth Science students are given a copy of the standards as part of their enrollment in the class.

### ***Visual and Performing Arts***

- In art, rubrics are attached to student work in their portfolios.

### ***Multiple Departments***

- Students receive a copy of graduation requirements through the distribution of Student Handbooks, Course Catalogs, and through the school's website.
- California State Standards are imbedded into class syllabi that students receive for each class.
- Some teachers use class web sites to post syllabi, homework, instructions, and any additional standards for their classes.
- Counselors explain to incoming 8<sup>th</sup> graders the graduation requirements when they visit the middle schools in February and March.
- Each spring, students are given their CST test scores to review in order to set personal goals prior to their annual administration. ELD students use their results on previous CELDT, CST, CAHSEE exams to set goals. "Blue Sheets" report the progress of special education students. They contain test scores and are used to make personal goals for each class.
- Several teachers have created instructional units using the Understanding by Design (UbD) curriculum model incorporating enduring understandings and content objectives to students before a unit of study begins. Many teachers make these goals available on the board each day, or on their web sites, to remind students of what is expected of them. Two groups of teachers have been to two different out-of-district conferences (Denver & San Diego). There have been three summer workshops focused on learning the UBD model and writing curriculum using its principles. An UbD expert was brought in for one of these sessions and the other two sessions were lead by RBV teachers.
- Some teachers imbed standards and ESLRs into unit descriptions, assessments, and assignments.

## **Differentiation of Instruction**

### ***English***

- Many teachers are using document cameras and LCD projectors to present curriculum in unique ways to engage the student. Five classrooms are equipped with SMART boards (Rooms 111, 227, 223, 224, and 803). Six more SMART boards will soon be installed.
- Intensive Literacy Institute: The ILI is an after school program for the development of literacy skills. It is offered once per semester, and began in spring 2008. The series is five weeks long and meets twice each week (Tuesday and Thursday). There are about 12 to 16 students in each group; some semesters, we have had two groups, but usually there is one. The program was created by RBV teachers Suzie Owen and Mike Stanley, and uses the principles of the Reading Apprenticeship model for improving student literacy and achievement. Follow-up studies of student participants show that student grades improve after completing the institute. The student participants have been selected from a variety of groups. The first two groups were 10<sup>th</sup> grade students who had D or F grades in core academic subjects and Below Basic CST scores. The last two groups have been redesignated ELD students who have been determined to need more academic support.
- The implementation of the *Read 180* program provides differentiated instruction for students who have demonstrated difficulty with literacy skills and reading comprehension. Students are assigned a two-class block where they move through three modules: teacher-led activities, computer-based activities, and Sustained Silent Reading.

### ***International Languages***

- Teachers incorporate mnemonic devices to organize the memorization of different foreign language concepts. Specifically, the mnemonic devices help students to learn the uses of the imperfect tense. There are also mnemonics to learn the irregular future and conditional tenses.
- Teachers introduce realia into the classroom to teach vocabulary. Real food, clothes, and accessories are brought into the classroom for students to experience.
- Teachers use many vocabulary, verb, and grammar games and innovative activities and methods to review and learn material interactively in pursuit of the expected school wide learning results.
- Students write poetry in foreign languages.

### ***Multiple Departments***

- Students with diverse backgrounds and abilities are given the opportunity to learn in classes based on their ability. Special education classes (Special Day Classes and RSP classes), college preparatory

classes, and Advanced Placement & International Baccalaureate classes are offered for the purpose of challenging all students to engage learning to the best of their ability.

- Teachers are using SLOP and direct interactive instruction, and they are posting language and content objectives to engage students of all abilities.

## **Areas of Strength from C2:**

### **Current Knowledge**

#### ***English***

- English teachers attended Expository Reading and Writing Course workshop.
- English department: non-fiction/rhetoric workshops. Analysis of non-fiction text is being included in the curriculum.
- SB472 Training (August 2007) for use of Prentice Hall 10<sup>th</sup> grade text and its supplemental materials.
- SB472 Training (August 2009) for *Read 180*.
- Professional development with literacy.
- SDA Writer's Project Saturday Series
- UbD units in 10<sup>th</sup> grade:
  - Unit 1 = Poetry
  - Unit 2 = *Macbeth* with a research paper about someone who has effectively challenged authority
  - Unit 3 = *Animal Farm*
  - Unit 4 = *All Quiet on the Western Front*
  - Unit 5 = *Night*
  - Unit 6 = Exposé (combining a research paper with a speech)

#### ***International Languages***

- International language teachers adopted textbooks based on foreign language standards

#### ***Math***

- SB472 Training (August 2009) for Algebra 1 and Prentice Hall Algebra Readiness.

#### ***Science***

- Science curriculum is constantly updated to reflect any and all changes in the state science standards. Changes are reflected in updating benchmark tests and class syllabi.

#### ***Social Studies***

- 9<sup>th</sup> grade World History restructured pacing from regional to reflect thematic and chronological sequencing.
- Civil War Conflict and Compromise timeline UbD unit.

- “History of American Sport” and “The Socio-Political History of Rock and Roll” are two new electives being offered in the social studies department.

### ***Special Education***

- One-to-one meetings with general education colleagues.

### ***Visual and Performing Arts***

- ROP courses are offered in technology related fields, graphic design and web development.

### ***Multiple Departments***

- All teachers are credentialed in their subject areas. The DAIT team has reviewed all staff credentials.
- Teachers in all subject areas meet in PLCs to review essential standards, CST & benchmark scores, curriculum, and best practices.
- The entire staff has been trained in the use of SIOP methods.
- Teachers were trained by the principal in Direct Interactive Instruction.
- Much of the staff has been trained in the Understanding by Design (UBD) curricular model.
- In August, 2008, the entire RBV staff was in-serviced in Quantum Learning and brain-based educational theories and techniques.
- The counselors annually attend CSU and UC counselor update conference. The counselors host an annual College Night and Financial Aid Night where a great deal of relevant information is disseminated.
- Counselors perform professional development on related topics.
- A focus for the teaching staff this year is to have a content and language objective on the board each day to focus instruction and learning.
- Many teachers in the AVID program and other subject areas use the Cornell note-taking strategy.
- The art, English, and social studies departments have developed a Design Arts Digital Academy (DADA). It is a high school visual arts preparatory program. The program’s goal is to prepare students interested in careers in the visual arts.

### **Teachers as Coaches**

#### ***English***

- Reading apprenticeship model used in literacy and reading experiences: read, think, and pair-share.
- Teachers provide feedback as junior students prepare for their oral career presentation for Junior Exhibition.
- Teachers evaluate student writing and conference with students, providing feedback and opportunities to revise.
  - 12<sup>th</sup> grade personal reflective narrative
  - Family history essay

- Budget/career essay
  - Journals
- Teachers facilitate Socratic Seminars to discuss literature and non-fiction texts.
  - 12<sup>th</sup> grade non-fiction unit
  - *Hamlet & Brave New World* Socratic Seminars
- Theme project with 10<sup>th</sup> grade students in *Macbeth*.
- Reflections on grade for progress reports.

### ***International Languages***

- Teachers review scripts for both individual and group oral presentations.
- Teachers review student work—sentences, paragraphs, essays—to improve student writing in the target language.

### ***Math***

- Students in math do white board activities so teachers can monitor and coach students understanding.
- RSP math teachers and assistants monitor the classroom and give individual coaching to students in essential math, algebra and readiness.
- Math teachers facilitate cooperative learning through a variety of activities:
  - Group quizzes in Algebra I, Geometry, Statistics, Math Analysis, Pre- Calculus, Math Studies, and Algebra II.
  - The Betting Game
  - Pair-share strategies
  - Partner quizzes

### ***Science***

- Science teachers model proper lab techniques by doing a demonstration example prior to actual student work. Teachers follow-up with students during the actual lab.

### ***Social Studies***

- Vietnam War/Tug of War SIOP activity
- Teachers check on the progress of all student work. Work is evaluated and students are given feedback. Students are permitted to revise, if needed.
- Students work together on a group essay for the Presidential/Executive Branch Unit in 12<sup>th</sup> grade social studies. Instructions and modeling lead to peer revision.

### ***Special Education***

- RSP lessons are given once a week on study skills strategies.
- RSP/SCD Life Skills unit: Students journal their strategies of money counting after the teacher discusses how to approach the addition of money. Students are also coached in healthy habits in a cooking unit.

### ***Visual and Performing Arts***

- Art teachers check student progress in their sketch books and monitor notes.

### ***Multiple Departments***

- Counselors have met with every 9<sup>th</sup> grader and will meet with every 10<sup>th</sup> grader to get them logged onto *Naviance* and complete a personality assessment and/or career interest inventory.
- Counselors meet with all students each Spring to begin the registration process and to continue the development of an individualized academic and post-secondary plan.

### **Key Issues from C1:**

While ESLRs are identified and discussed by teachers as they plan and teach curriculum, they could be communicated to students on a more frequent and specific basis. Innovative methods are used in many classrooms and in many lessons, but they could also be implemented on a more consistent basis. This year, there has been a district focus on teaching with more approaches that require active involvement of the learner through SIOP, and RBV hopes to continue this through more staff development and practice in the classroom. Through these strategies, we hope that inquiry will become the norm in all subjects at all levels.

### **Key issues from C2:**

A new investigation of other daily instructional schedule models needs to be done to better maximize the time available for teachers to become more effective coaches and collaborators. Opportunities for students to revise and improve upon work in progress are limited. New ways need to be explored to enable students to have more opportunities to learn and re-learn the content, concepts, and ideas not grasped when they were first taught during the regular instructional period.

Technology is available to help students improve their skills, apply knowledge and work on projects. However, more access, equipment, and more timely upgrades are needed. More training is also needed to assist the implementation of the best technology practices for classroom application. An on-going challenge at RBV has been maintaining the basic and necessary teacher tools to manage the instructional program (computers for attendance, grades, lesson planning, assessments, and activity development) while providing new technology for students to improve their skills, apply knowledge and work on projects. Despite these limitations, teachers do, in fact, use every possible technology resource available.

While students do apply their knowledge across disciplines, more time for collaboration and teamwork is needed between departments to achieve this. Most connections are made within individual classes or within specific departments as opposed to a purposeful and strategic multi-department or schoolwide curricular focus. Throughout the last 15 years, the English and social studies departments have collaborated on joint units and common assessments, but resources and scheduling makes this an evermore challenging task. An increased number of departments need to make time and take opportunities to collaborate on common assessments, rubrics, best practices, modeling, data analysis and other successful methods of teaching to improve student achievement.

## **EVIDENCE**

### **Examination of Student Work: Field #1**

#### ***English***

- Students create graphic organizers and reading logs in various formats, while also responding to study guides in their English classes.
  - *The Great Gatsby & Huck Finn* Literature Units
  - *Hamlet*
  - Magical Realism Short Stories
  - “The Color of Water”
- Students use the “Summary of Informational Text” graphic organizer when summarizing non-fiction texts in their English classes.
  - *Sinners in the Hands of an Angry God*
  - Alan Dershowitz article “No Justice in Vigilantism”
- All Juniors research a possible career interest over the span of several months. The research is developed into a five-to-seven minute presentation that is presented in front of a panel of three to four adults, usually teachers and community members. Students use the Eureka data base, Career Day presentations and notes, personal business interviews as well as the RBV library for sources.
- English students in the 10<sup>th</sup> grade produce a paper on the topic of “Challenging Authority.”
- *The Bull’s Eye*, RBV’s student newspaper, gives students the opportunity to research, interview, write, photograph as they create a publication for the campus.
- *Artistic Rhapsody*, RBV’s literary arts magazine, gives students the opportunity to write poetry, short stories, create art in various mediums, and use publishing tools to create an annual publication for the campus.
- While students read *Night*, they generate a letter to a loved one as if they were writing the “Letter from the Front.”

### ***International Languages***

- Students take tests and quizzes after each unit of the textbook to reflect on the vocabulary and language skills they have learned.
- Students write poetry in foreign languages.
- International language students write pen pal letters to students who know or study the same target language.
- International language students use the internet to research topics and present projects.
  - Hispanic food research project and presentation
  - Paris posters
  - IB Spanish, French, German orals are researched and then taped when presented.
  - Musical groups or singers are researched and poster projects are presented in Spanish.

### ***Math***

- Students create posters representing important mathematical concepts.
- Students deliver oral and written presentations of mathematical solutions using key vocabulary.
- Math teachers do spiral reviews throughout the year. Cumulative reviews are done for each assignment. Also, there are often “Daily WO” and “D-Days.”
- Students communicate math processes verbally.
- IB Math students have group presentations and IB Internal Assessments. These students also produce a Math Studies paper and a Math Methods paper.

### ***Physical Education***

- After a unit on food safety, students create a food safety handbook which includes games and other related information.
- Health students gather information over the course of the unit about various healthy ways to live. A research paper is constructed on healthy eating habits.

### ***Science***

- Students create lab reports in each science class to show data collected from experiments that have independent and dependent variables.
- Organized notebooks by units are required for science students.

### ***Social Studies***

- 12<sup>th</sup> grade students do a “Circular Flow of Economics” poster process.
- Students use essential questions from the UbD unit outline to foster critical thinking on their 1<sup>st</sup> Amendment posters.
- Freshmen students develop and gather information, over the course of the Fall semester, about something in history which interests them within the

guidelines of the National History Day program's annual theme. A rubric is used to ensure compliance with the National History Day expectations.

- Senior students have an opportunity to learn how the stock exchange/stock market works by using the "Virtual Stock Exchange" program.

### ***Special Education***

- Students demonstrate what they have learned during the course of their day by elaborating in journals writings the next school day and by pair-share.
- Students generate a research paper based on a topic assigned.

### ***Visual and Performing Arts***

- Sketchbooks are required for art students to show various drawings. These sketches are graded.
- Computers in the classroom give art students immediate feedback on images and other on-line sources of information to create projects and presentations.

### ***Multiple Departments***

- Counselors give students "Academic Review" forms to help them create and organize academic and post-secondary plans.
- With the addition of *Naviance* to our campus, students are beginning to set up accounts to:
  - research college/trade/technical programs and careers
  - create academic four year plans
  - complete student personality and learning surveys
- Socratic Seminars allow students to form opinions and deliver these opinions of an article or book to peers in a very well-mannered and respectful way.

## **Examination of Student Work: Field #2**

### ***English***

In English classes, students frequently work in groups to analyze works of literature and non-fiction texts. Posters, literature circles/groups, Socratic seminars, fish bowl discussions, and performance assessments are some examples.

- 10<sup>th</sup> and 12<sup>th</sup> grade: students work in "literature circles."
- 11<sup>th</sup> grade: *The Great Gatsby* poster
- 12<sup>th</sup> grade: live and video performances of *Hamlet*.
- 12<sup>th</sup> grade: "fish bowl" version of a Socratic Seminar as they analyze a short piece of non-fiction text.
- A newly-developed English 12 class focuses on non-fiction and students create a visual essay.

- 10<sup>th</sup> grade Socratic Seminar on prison abuse soldiers
- 11<sup>th</sup> grade literary period test
- Art analysis essays
- 10<sup>th</sup> grade *Macbeth* final project

### ***International Languages***

- QuickWrites based on reading
- Students role play scenes and dialogues to actively engage and stimulate the use of higher level thinking skills.
- Students write essays in Spanish, French, and German.
- Students create projects, videos, dramatizations in the target language.

### ***Math***

- In Statistics, students do hands-on activities. They perform experiments, formulate hypothesis, check assumptions, and write conclusions.
- IB Math students write investigative papers.

### ***Science***

- During the final stages of lab write ups, students are asked to use critical thinking skills (deductive and inductive reasoning) to draw conclusions and problem solve. Students are asked to design procedures to obtain results required in labs.
- IB students in physics, chemistry, and biology classes collaborate to design an original interdisciplinary research project and experiment to answer a student driven question, in fulfillment of the IB Group IV requirements.
- Earth Science students create a geological timeline research project, making models of animals, plant posters for specific time periods.

### ***Social Studies***

- 10<sup>th</sup> grade students hold an “Enlightenment Press Conference.”
- 11<sup>th</sup> grade students create Civil War posters, and Immigration/Urbanization political cartoons.
- 12<sup>th</sup> grade students participate in a variety of projects and presentations:
  - “The National Budget” activity.
  - “Trade offs” economic project.
  - “Public Policy” PowerPoint Presentations.
  - First Amendment Posters.
  - Due Process Debates.
  - Mock Congress presentations.
  - Supply and Demand Posters.
  - Business Structure Skits.

### ***Special Education***

- RSP English: students identify literary devices in song lyrics and poetry that students bring to class.
- RSP math students work in groups and as individuals during independent practice.
- Art students participate in class critiques.
- RSP/SDC students work in groups on “Time & Money” cards and “Two-step” word problems in math.
- RSP students are given opportunities to work as a group when taking Cornell notes, doing class worksheets, and journal writing. They share their work with each other and in pairs.
- Performance assessments (social studies and performing arts)
- Workability students critically think through job activities.

### ***Multiple Departments***

- Cross curricular assessments in English and Social Studies families (ex. “Letter from the Front” or Diary)

### **Examination of Student Work: Field #3**

#### ***English***

- Students perform on-line career searches for workability and Junior Exhibition (*Naviance*, EUREKA, myfuture.com and CA Career Zone).
- Online resume development and cover letters
- End of chapter review projects using PowerPoint as an option.
- 9<sup>th</sup> and 12<sup>th</sup> grade students use Google Apps to blog with their classmates about literary topics.
- Students use the EUREKA program for researching careers for Junior Exhibition.
- Students do literature projects on-line for *Huck Finn* and *Catcher in the Rye*.
- Students create PowerPoint presentations in the English class to analyze and explain literary ideas to their peers-*Catcher in the Rye* project.
- Students do on-line research for articles on women’s rights and gender issues.

#### ***International Languages***

- Spanish has added new technology components to the curriculum.
- Students create commercials and videos in Spanish as they learn formation of commands.
- Students take on-line quizzes and do on-line grammar and vocabulary practice in Spanish.

### **Math**

- Internet-based instruction is used for the ALEKS program.
- Students are directed to internet resources beyond the textbook:
  - Calculus internet site for homework help
  - College Board website is used to view previous AP & IB exams and questions
- Calculator activities enhance critical thinking. Last year, 100 new graphing calculators were purchased and placed in classrooms.
- Teachers that post structured notes online, students print them out and bring them to class to fill out.

### **Physical Education**

- Over the last several years, students have the option of taking Health on-line.

### **Science**

- Jorge Hirmas' Earth Science class in Room 705 is completely integrated with a technology component. Students use laptops and Google Apps for most all projects and labs.
- Students do on-line research for virus/bacteria newspaper project and the "Crime Scene Investigation" project.
- Chemistry and physics students do assignments on-line.
- Students use Veirner lab quests, data collecting/analysis interface for scientific probes as part of their laboratory experiences.

### **Social Studies**

- Lizzardpoint.com is used in social studies for map tests preparation.
- Most teachers use ERIC and other data bases for 9<sup>th</sup> grade research for History Day projects.
- Students use technology to research and track imaginary stock to learn about the stock market and economic trends.
- Students can use their mobile phones, text message/e-mail, in at least one 11<sup>th</sup> and 12<sup>th</sup> grade social studies class to receive "Newsflash" alerts.
- TCI on-line-textbooks and activities are being piloted in 11<sup>th</sup> grade social studies.

### **Visual and Performing Arts**

- Theater students use professional sound and light equipment to produce the Fall Drama, Winter Children's Show, and Spring Musical.

### **Multiple Departments**

- Students complete personality assessment, four-year plan, and career interest inventory within the *Naviance* program.
- The Library has extended its after school hours to enable more student access to computers to improve their skills and work on projects.

- Some teachers have personally invested in technology for their classrooms (document cameras, LCD projectors, and laptops.)

## **Examination of Student Work: Field #4**

### ***English***

- The Junior Exhibition project consists of three general areas of study.
  - The first aspect is a formal research paper, completely documented according to MLA guidelines. During the course of the career research, students are determining their suitability for a future in their chosen career.
  - The second feature of the project is preparation for the job search. Students are taught three important tools for this endeavor: the cover letter, resume, and job application.
  - The third component of the program is the exhibition itself. This event, which occurs on the day before 1st semester finals, is the culmination of all of the students' hard work. On this day, grades 9, 10 and 12 students do not attend classes. The juniors come to RBV for a 20-minute appointment. During their appointed time, students orally present the results of their career research to a 3-4 member panel consisting of community volunteers, business people, teachers, parents, and staff.
- Our Career and Trade Days, overseen by the Counseling Department, provide students with the opportunity to interact with working professionals in a variety of occupational fields as they prepare for the Junior Exhibition project, college, and post high school graduation plans.

### ***International Languages***

- French students talk with other French students via Skype.
- Students in Monica Schwaner's Spanish and French classes use a variety of technology to accomplish her goals for student learning.
- Professional photographers and writers have visited and spoken to journalism students.

### ***Math***

- TrigStar competition

### ***Social Studies***

- History Day is an exciting, research-based learning experience for students who not only learn about events in history, but look beyond that to discover the issues, ideas, and people behind them. Through the developmental process established by the 9<sup>th</sup> grade teaching team, they apply what they have learned creatively and uniquely in one of the five established formats for presentation. Beyond simply memorizing names and dates and reporting on historical events, History Day students develop

- invaluable research and analytical skills as they process the information gathered through intensive research and draw their own conclusions about their topic's significance in history.
- Tenth grade students annually participate on a field trip to the Museum of Tolerance in Los Angeles in conjunction with their study of the Holocaust and World War II.
  - USO Show: Beginning in 1999, under the inspirational leadership of RBV alum and Social Studies teacher Ron Gorr, the Social Studies Department launched the "USO Show" experience for all of its 11th Grade U.S. History students. Since 2002, the program has been spearheaded by Pete LaFrance and a team of U.S. History teachers and USO Guide Students. The "show" is not the entertainment, though student performers recreate a program presented each year to entertain "the troops;" it is about the Oral Historians--World War II veterans—who give generously of their time to tell the story of the "greatest generation" and their fight for freedom.

### ***Special Education***

- RSP/SDC Life Skills classes use "Tardy Tests" to teach the importance of being on time.

### ***Multiple Departments***

- Throughout the years, Holocaust survivors have visited the campus and spoken to both large assemblies as well as individual classes.

## **Real World Experiences**

### ***English***

- Journalism/Newspaper production students took a field trip to the San Diego Union Tribune news room and printing press to learn how the production of a professional newspaper works. Students also visited the Museum of Photographic Arts to visit the display of Pulitzer Prize winning photographer Don Bartletti. Mr. Bartletti came twice to speak to the journalism students about his career as a photographer for the Los Angeles Times.
- Creative writing students publish student art and poetry in the magazine *Artistic Rhapsody*.
- Journalism students publish student and community news in the school paper *The Bull's Eye*.
- Students in 9<sup>th</sup> grade write Haikus and compete in a "poetry slam" event.
- Creative writing students, as well as others who audition, perform and compete in an annual Poetry Slam that is performed during the school day as well as at night so families and community may attend.

### ***International Languages***

- Teachers take groups of students to France and Germany to experience cultural and immersion programs.
- American Sign Language students have the opportunity to attend events for the deaf.
- Students learn about Chile based on Mrs. Hagar's Fulbright exchange experiences.

### ***Science***

- The Biology and Life Science classes have taken short field trips to a local park/pond to examine biological specimens and ecological processes.
- Biology students take field trips to Scripps Biological Facility in LaJolla where students are exposed to real life work of geneticists and researchers.
- One of our Earth Science teachers annually coordinates a multi-day geology field trip to central California to have students see for themselves the wide variety of rock formations.

### ***Social Studies***

- The Social Studies Department has long devised a six-hour Community Participation requirement for each semester of the 12<sup>th</sup> grade. Based upon the need for students to have practical experience in how society benefits from its citizens playing an active role, students attend and participate in city council and school board meetings, court hearings, town meetings, protests, and other public sessions for the purpose of creating a more involved citizenry. In 2009-2010, a community member awarded a "Coast Highway Grant" to RBV to enable students to see more closely the myriad of ways that governments must address issues like zoning, economic development, and community beautification.
- 9<sup>th</sup> grade World History students are required to participate in ten hours of community service as a means of assisting them to look beyond themselves, their friends and family, and into the life of their community.

### ***Special Education***

- Workability is a training program for special education students designed to promote career awareness and exploration.

### ***Visual and Performing Arts***

- Researching music professions in their historic contexts for presentations like the USO Show.
- Understanding cultural and historical significance of "The Star Spangled Banner."
- Students perform in professional quality theatrical plays and musicals, musical concerts, and dance performances.
- The Drama teacher arranges for trips to London and New York for students to experience professional drama performances.

- Theater students volunteer their time with the Madison Middle School drama club. The high school students mentor middle school students in the production of short plays and scenes.
- Students create professional quality art galleries and displays throughout each school year. Once a year, art students participate in the Art Splash Chalk Festival that includes student art displays and performances, as well as vast array of student and staff teams in sidewalk chalk drawings.
- Art students have taken field trips to the San Diego Museum of Art to learn and explore different mediums and techniques of sculpture.
- Film students write original screenplays or adapt short stories to a screenplay format and produce original short features. At the end of each year, a film festival is held where students not only run their movies, they hold question and answer sessions. Films are judged by a panel composed of staff and alumni.

### ***Multiple Departments***

- The Internship Program integrates academic and applied learning by providing students the opportunity to gain first-hand experience in a career field. This unique experience provides the intern with a vision of the skills necessary for this career, the multiple facets of a business setting, and exposure to related career fields unknown to the student prior to their internship.
- Candidates for the full International Baccalaureate Diploma are required to complete 150 hours of community, action, and service (CAS) hours.
- In 2008, IB students created their own non-profit organization called the **ONEkind Foundation** with the intention of making a difference in the world by raising funds and spreading awareness to help educate others about underprivileged people in need, both here and around the world. They have planned and coordinated two very successful community walk-a-thons. Over \$45,000 has been raised to support the Invisible Children organization's "Schools for Schools" program (2008) and Zamar Academy in Chennai, India (2009). Already, plans are underway for their 2010 campaign.

## **Focus Group: Assessment and Accountability**

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

### ***Collection of Data:***

RBVHS over the last five years in conjunction with our sister schools has developed benchmark assessments in the four core subjects (English, Mathematics, Science, and Social Studies). These benchmarks were created by teachers, after the review of state content standards, from a collaboratively developed set of districtwide essential standards for each core subject. Initially, the benchmarks were to be given as a summative assessment at the end of each semester, are currently given quarterly as a formative assessment in most departments. These tests were designed to give the teacher a snapshot of how their students are doing and if there is any need to review and/or re-teach any of the concepts or content. Also, every department has created, or is creating, common assessments and rubrics for each class in addition to the benchmark exams. The other data that teachers regularly employ are the state mandated tests: CST, CAHSEE, and CELDT.

### ***Disaggregation of Data:***

For the past four years, the principal and teacher Steve Davis breakdown the previous years CST scores of our current students. This information helps inform the teacher of what type of students are in their class. With this information, the teacher then develops strategies for each student to succeed. Our school has also gone to an on-line attendance system that also gives teachers access to broad range of student information. This information includes, but is not limited to, all standardized test results and student transcripts since 6<sup>th</sup> grade. Teachers are able to see a track record of student performance. The Benchmark exams, processed via Edusoft, help the teachers see where each of their students are struggling because the results can be broken down for individual students and classes to determine their level of achievement on each standard within each content area and/or grade level.

**NOTE:** Due to current budget cuts, district wide benchmark data collection has been temporarily suspended.

### ***Analysis of Data:***

Only a limited amount of staff members use the results of benchmark exams to their fullest capabilities. The Edusoft program that scores and processes the benchmarks has many tools that benefit the teacher; the results are known immediately and can be configured by standard and/or content area.

This can then show what the teacher needs to quickly review or change for the next time they teach it. For the departments that have created common assessments and rubrics, a more intensive teacher collaboration is needed to analyze their results. Teachers have done this on their own time and used the results to rework their curriculum and pacing guides.

***Parent and Community Informed:***

The parents and community are informed through a variety of means about how their students are performing.

**Criterion D2** - *Teacher employs 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.*

At RBVHS, all departments have come to a consensus on many of the assessments that they share. There are many assessments, however, that specific departments do on their own. A breakdown of assessments by departments can be found in the Evidence provided as well as within other Focus Group reports.

**Criterion 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 school wide learning results.*

The school uses teacher created and districtwide benchmark assessments to see student progress toward achievement of the academic standards. These tests are uploaded to Edusoft so teachers can analyze student results. The CST tests are also used as a measurement and staff receives specific data on each of their students through ABI or handout developed by administration. In analyzing this data, RBV has consistently reviewed and modified the curriculum to align with state standards and improved student achievement. Individual teacher/course assessments are given and grades are reported every six weeks.

**Criterion D4** - *The assessment of student achievement in relation to the academic standards and the expected school wide learning results drives the school's program, its regular evaluation and improvement, and the allocation and usage of resources.*

Each department has a different perspective on this criteria; each summary below combines both the areas they identify as strengths and those areas where improvement may still be needed. The following summaries indicate the degree to which the departments feel academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement, and the allocation and usage of resources.

### **REFLECTIVE SUMMARIES (by department)—**

#### **Art**

Art instruction has continued to improve with the increased incorporation of content area standards and changes have been made to ensure greater student understanding. State art standards are met by students in a variety of projects and writings; students have continually demonstrated their improvement in tangible and visible ways.

Professional development activities have been cut to where there is a significant need to improve funding. Resource allocations are limited and not indicative of our expectations for students' progress. This is a major area of concern, as our money has been frozen and supplies have become increasingly difficult to obtain. Teachers, at times, subsidize materials and supplies and students or their parents donate money to the department, so that significant portions of our curriculum can be addressed.

#### **Special Education**

The current SDC non-diploma program is a result of using assessment data. This program provides the most challenging curriculum to these students, even though they are not diploma bound. The RBV-developed "Current Series" database is a program that monitors student progress more closely. This allows teachers to review CST scores, CELDT scores, student identified goals and objectives, three- and six-week progress reports and information from IEPs. The gathered information drives academic intervention with each student. The Student Store curriculum is one such result of analyzing this assessment data.

## **Science**

CST assessment results have brought a focus on bringing up Far Below Basic and Below Basic scores. Use of state-adopted texts and ancillary assessment materials provide regular feedback to teachers. More resources have been allocated for tutoring and PLC time. Staff development time has emphasized PLCs, Literacy, and Brain-based Learning.

## **Physical Education**

With the advent of the California Physical Fitness Test, students must pass five of six identified fitness components to show mastery of physical education. Students have an opportunity to take these tests in the spring of each year. Any student who does not pass five of the six components must remain in physical education until they do pass. Students who pass during their first opportunity to take the test will then complete the minimum district PE requirement of 2.5 years. A number of programs that had previously been funded by the state PE resource grant had to be curtailed due to the reallocation of these funds to different district needs.

## **Math**

The availability of Edusoft reports provide the opportunity for teachers to better understand results so that changes can be made to improve student achievement. Specifically, Geometry teachers recognized poor results on test questions related to “construction.” As a result, the teachers have allocated more instructional time to this area. In Algebra II, the topic of “translating parabolas” was another area where teachers saw that students did not have clear understanding. The teachers worked collaboratively to develop new instructional approaches to graphing.

The ALEKS software is based upon the idea that each student works at their own pace and at their own level of ability. Periodically, the software assigns the student to an individualized test (using artificial intelligence) to pinpoint the student’s current level of understanding of each concept they’ve studied. Following that, the software assigns new lessons to address the areas the student has not yet mastered. After school tutoring has provided for a better allocation of teacher resources for “free” after school tutoring with the goal of helping students work at improving both their understanding and their test scores.

## **International Languages**

The use of external exams in each of our three international languages—French, German and Spanish—have served to reinforce the academic rigor of the standards and incorporated the ESLRs wherever appropriate. A wide variety

of authentic assessments are employed to gauge student language fluency and to determine the interventions needed to improve student learning. These results are regularly reported by department members using the ABI internet-accessible grading program.

### ***English***

The department's use of PLC time has become a key part of their professional development. CST results have prompted discussions of strands in which students need additional instruction; adjustments have been made in both pacing and instruction; AXES prompts have been developed; and rubrics have been adjusted and revised after reviewing student results. Resources have been allocated for grade level meetings to examine potential formative and summative assessments and to revise pacing, as needed.

### ***Social Studies***

The department has made a concentrated effort to use UbD as the model for unit design and development. UbD workshops have been available after school and during the summer for the last three years. The current department PLC structure has given them time to collaborate on revisions to grade level content and assessments. Social Studies was the first core department to create four Benchmark assessments, two being summative in nature and two being formative.

## **SUMMARY**

### **Areas of Strength:**

- RBVHS has established Professional Learning Communities (PLC's) so teachers have time to collaborate during the contract day. This time has been used by most departments to look at assessment findings and to modify the assessments to ensure they are assessing the content and language objectives in specified units.
- Many departments use this time to collaborate on the findings from the assessments and modify their assessments, curriculum, and/or pacing guides to best fit the needs of students.
- Over the last few years, our school has been adapting Understanding by Design (UBD) and, more recently, Sheltered Instruction Observation Protocol (SIOP) to provide the framework for instruction, which will also help develop more meaningful and more purposeful assessments.
- The collection of data from Edusoft and AERIES provides teachers with the assessment results on such vital tests as the CST, CAHSEE, SAT, PSAT, CELDT, and the Benchmark exams.
- Some departments have created common assessments and rubrics, in addition to those mentioned above.

- The annual report provided by the principal, in conjunction with one of our teachers, shows the staff the levels at which each of our students are currently performing, based upon the previous year's CSTs. Student scores are broken down through reports from Edusoft. These reports allow teachers to view student results from our benchmark exams and allow teachers to more accurately determine specific learning needs.
- RBVHS mails six-week progress reports home to parents that include the current grade, denotes student behavior through a citizenship mark, and makes comments about performance to clarify some of the reasons for a student's grade. These comments are now available in Spanish.
- The School Accountability Report Card is available on the district website and is updated on an annual basis. The report includes the school's overall performance on variety of state tests.
- The English and Social Studies departments have cooperatively developed a series of interdisciplinary assessments (joint assessments), particularly at the 10<sup>th</sup> grade level.
- Teachers access to ABI daily for attendance, grading and information about students.

### **Key Issues:**

- An assessment and monitoring of the ESLRs does not necessarily exist as a stand alone set of criteria, but evidence of the use of the goals for the ESLRs remains a vital part of daily instruction. We recognize that there needs to be more emphasis and focus on an identified monitoring system for the ESLRs to better articulate their use and their application within the instructional program.
- There is a need for all departments to continue to develop common authentic assessments such as portfolios, oral presentations, essays, and projects, along with common rubrics. The goal is for some departments is to develop at least one common assessment per semester, while other departments are looking to have multiple common assessments each semester.
- All staff needs to be trained in how to use the Edusoft program to take full advantage of its reporting capabilities.
- More time needs to be available, even within the contract day, for teachers to collaborate about common assessments and rubrics. It is also beneficial for teachers to have the same preparation or conference period with teachers who teach the same subjects/grade levels.
- Parents need to be more aware of how to access the Parent Portal and *Navigate* programs and to be trained and supported in using them effectively.
- More of the staff should be using an on-line grading program and have an active and updated website.
- More PLC time should be available for departments to look at their student performance data and to make possible instructional modifications.

- The district and the site need to stay focused on one or two strategies that emphasize improving student achievement and to properly fund them (staff development resources).

**Evidence from D1:**

***Collection of Data:***

- Art students write about their gallery/museum visits to show increased literacy.
- Students authentically assess art assignments using critical thinking skills.
- Art portfolios are used to determine the degree of completion, understanding, utilization of art terms, and the use of artistic techniques.
- PE provides students with a handout listing all physical fitness standards. Students develop individualized goals for each fitness area.
- PE 9 tests in all six fitness areas every six weeks to insure student progress.
- Biology teachers have developed a common assessment that will be administered in 2010-2011.
- Math teachers utilize California state standards, ALEKS, semester benchmarks, diagnostic tests and department chapter tests to get a more complete picture of their students' progress.
- Special Education teachers employ formal assessments to place students appropriately.
- Projects and portfolios are used in Special Education to assess progress within content areas.
- Science teachers use a variety of strategies including labs, projects, and tests that are linked to specific state standards.

***Disaggregation of Data:***

- VUSD Benchmarks in the four core subjects have provided teachers with the opportunity of using Edusoft to examine data according to specific state standards and their correlating units of study. They can further examine student performance by class, by gender, and by ethnicity.
- PE teachers collaborate regularly to look at student performance levels to adjust or adapt activities on a weekly basis.

***Analysis of Data:***

- Students analyze art work and use terms used in art.
- Special Ed students are evaluated yearly and growth goals are established for their IEPs.
- IEPs are periodically reviewed to set new goals, establish appropriate placement and monitor progress.
- Science benchmarks and the state content standards drive the curriculum and pacing guides.

***Parent and Community Informed:***

- School and teacher websites
- IEP process
- ABI Parent and Student Portal
- Six-week Progress Reports are mailed out
- weekly “green sheet” progress checks are routinely used by counseling and other programs on campus to check a student’s academic performance
- Back-to-School Night
- *ConnectED* and individual teacher calls home
- emails
- CST results are mailed to parents
- *Naviance* counseling program (this program is new to RBVHS 2009-10 school year to help students with a many facets of their academic planning)
- Quarterly reports are submitted from our principal to the district regarding the academic achievements of our school.

**Evidence from D2:**

***Assessments common to all departments:***

- Tests and Quizzes
- Benchmark Exams
- Oral Presentations
- Individual and Group Projects
- Worksheets

***Assessments by individual department:***

***Art***

- Write ups on museums and artists (students’ visitations to galleries/museums, art festivals, as well as on-line or library research)
- Self-Critiques
- Critiques of other student’s work or art projects
- Portfolio of all art created by the student
- Website construction (where student portfolios are stored)
- Super Final

***Special Ed***

- Linda Mood Bell (battery of eight tests to pretest students, three tests to interim test, and eight tests to post-test)
- IEPs for RSP students
- Gray Oral Reading Test (GORT)
  - Student reads graded passages aloud to the administrator.

- Test Administrator records time and errors, then asks four comprehension questions after each passage
  - The test provides scores for reading rate, accuracy, and reading comprehension.
- Woodcock Johnson III
  - Is a full battery of achievement (academic skills) tests
  - tests for a subset of skills in isolation in reading, writing, math
  - provides scores for specific skills that are foundational to the academic skills needed for academic success. For example, word attack (sounding out unknown words) and Letter-Word ID (sight word vocabulary) are two specific sub-skills used by good readers.
- Test of Written Language (TOWL)
  - This test prompts the student to write passages on a specific topic.
  - The passages are then analyzed and scored. Although the goal is completely objective scoring, there remains a level of subjective determination.
- Linda Mood Auditory Conceptualizations (LAC)
  - A test of encoding (spelling).
  - Tests a student's ability in phonemic awareness (the ability to process and manipulate individual sound units that make up our language).
  - Provides rudimentary scores that the author has recommended as the minimum level needed for each grade level up through grade six.
- Brigance
  - Informal assessment that looks at reading comprehension levels (untimed).
  - Students read passage to themselves and answers five questions.
  - Four or more questions correct, they move on to next passage.
  - As passage level increases, so too does level of difficulty.
- Oral Directions Tests
  - Student listens to a set of directions given orally.
  - Each time the student is successful the next set gets longer or more complex, or both.
  - Provides scores for student's ability to comprehend concrete oral language.
- WRAT (reading and spelling)
  - Similar in type to the Woodcock-Johnson, but only has two sub-tests (reading and spelling).
  - A sight word test and spelling test.
  - Provides scores in sight word reading and spelling a list of words.
- San Diego Reading Inventory
  - This assessment is a sight-word vocabulary assessment administered to obtain a quick estimate of the student's independent, instructional, and frustration reading levels.

- It also determines a starting level for the oral reading passages, and a student's initial diagnosis of basic sight vocabulary, phonics, and structural analysis skills.
- High frequency words in sets of ten with the words becoming progressively more difficult with each set of words, testing the student's ability to readily call words within 3 seconds.
- This assessment is administered to gain additional informal information concerning a student's reading ability.
- This test measures the recognition of words out of context. Generally, proficient readers read as accurately both in and out of context.
- This test consists of thirteen graded word lists from pre-primer to eleventh grade. The words within each list are of about equal difficulty.
- Dr. Fry's "Teaching Reading"
  - Dr. Edward Fry is professor of Education and the Director of the Reading Center, he has written a number of books to assist teachers and students in determining reading ability, how to select the right reading materials, determining comprehension levels, teaching vocabulary, phonics as well as writing.
  - The book "How to Teach Reading" offers oral and silent reading assessments.
- Paragraph Writing
  - Informal assessment of student understanding of reading material.
  - Used prior to reading (write what you know about "given topic"), throughout reading (summarize events of story), and end of story (sequence details of passage).
  - These are also used as a way for us in special education to monitor how our students are doing on their writing goals and helps us determine if the goal is appropriate or needs to be readjusted.
- Wide Range Achievement Test

## **Science**

- Research projects/posters: Content Driven Information pertinent to various science subject areas i.e. Biology Cell Projects-Posters/PowerPoints/Web Page with or without student led oral discussions. Examples might include projects that describe cellular organization, cell organelle functions, cellular component locations and structural organization. These activities are used to address California State Content Standards. Student projects play out in many science subject-specific classes on our campus.
- Lab write-ups
- Think Alouds—literacy strategy used by students to read text and create understanding (Reflective question and answer at the end of the period to reinforce new information from lecture notes. Also, introduction to new units.....'what I already know' dialogue about minerals, rocks, tectonics etc.)

- Project presentations (student research based presentation)
- Model building: Examples include model building of atoms (Chemistry, Biology and Earth Sciences), Rube Goldberg devices for the study of principles of Physics, and the student development of ecosystem models to study the effects of environmental changes on all components within the model systems developed by students.
- Class discussions/ Q & A dialogue
- Inquiry-based research and discussions: All labs—over 25 investigations—are inquiry based. e.g. "What is the percent acetic acid by mass in vinegar" or "How does surface area affect reaction rates."
- Test correction process: Having students participate in the evaluation of their own work and the work of other students as a means to evaluate, review and revise the way the student might have reached their response to a given question.
- Descriptive Writing and Drawing: students do a mineral log—25 specimens—and a rock log—28 specimens—in which they draw each specimen, measure it, and describe it.
- Essays/short answers
- Routine incorporation of pre-testing
- Computer Designed Information: Many student projects include a demonstration of the students' abilities and skills to use technology as a portion of information the student wants to provide as support for their personal understanding of subject area content materials.
- Student developed web sites: Typically used to present student project information to the teacher and the students. Some examples are found in Anatomy and Physiology classes.
- Student Notebooks include daily records & topic-driven assignments, Narrative Journal, collaborative/cooperative work (all lab assignments are done in small groups and data is collected and shared, manipulated and recorded together).
- Written Thematic Topic Responses
- Processing Web Research Information: Some student assignments are recorded on off-site web pages and then statistical data is evaluated by student as a portion of their experimental analysis of a given type of quantitative data evaluation.
- Visual recognition of curricular content, such as the images of cell.

### ***Physical Education***

- Pre/post physical fitness testing (pushups, sit ups, mile run, body mass index—BMI, flexibility, cardiovascular, core strength, upper body strength)
- Body Composition Test
- Timed workouts
- Practical application of lifts (snatch, back squat, clean, front squat)

- Oral assessment on policies, procedures, and safety techniques.
- Partner or pair assessments (students coach each other).
- Maxes/Strength Tests
- Skill Tests

### **Math**

- Internal Assessment Papers: For IB Math Studies class they are required to complete an internal assessment first semester based on research and mathematical investigation. Most students handout surveys to obtain data and conduct math analyses to determine if there is a correlation between variables (such as GPA and hours spent studying).
- Mathematics Diagnostic Testing Program (MDTP): These are diagnostic tests developed by UCSD. They show a student's strengths and weaknesses and also help to decide if a student is properly placed in a course.
- Exit Slips: This activity consists of 3 to 5 problems that were covered in the lecture/presentation of material and they are designed to show what the students have learned that day. Students turn them in as they leave class.
- Circle around students—teacher walks to monitor understanding and manage by walking around (MBWA).
- ALEKS computer software (Advanced Learning Knowledge Space) helps students improve their math achievement. Students work in a dynamic, interactive learning environment on precisely those materials that they are individually ready to learn, building momentum toward mastery. It is the personalized, “just-in-time” learning system. By its unprecedented use of Artificial Intelligence, ALEKS determines quickly and precisely what students know and what they need to learn, guiding them down individualized learning paths to mastery. ALEKS is accessed over the internet, and therefore can be used at home and at school.
- Computer generated assessments tailored to each student's achievement level.
- Projects Along The Way: Teachers assign project work that asks the students to apply math concepts in various ways. For instance, a geometry teacher has students design a blueprint for a home using accurate proportions and staying within a budget.
- White boards: This is a way to see instant understanding from an entire class. Problems are posed and each student, using their own white board, solves the problem and holds up the board for the teacher to quickly check the answer.
- Students Presenting Problems/Students Teaching in mini groups.

### **English**

- Quotation analysis—students are given quotes from the literature and they are to show their understanding in paragraph form.
- 10<sup>th</sup> grade Research Paper

- Exposé speech
- Poster Presentation
- Soundtrack write up
- Narrative Letter
- CAHSEE Practice—both multiple choice & essay
- Portrait Poem
- Annotation of text—assesses a student's understanding of various literary devices through identification on annotation, as well as comprehension through summary sentences on annotation.
- Journals (to assess students' comprehension of theme within a work through their ability to compare/contrast events and thematic issues of a text to their own lives.
- Formal and Informal essay—assesses a student's ability to write while connecting to literature standards.
- Surveys—self-reflective assessments
- Literature analysis—comprehension of text, as well as analysis (breaking into small pieces to note the significance, author's purpose, use of rhetorical devices, and literary devices)
- Junior Exhibition—summative assessment prepares students for formal speeches, interview, research and real world career application.
- Socratic Seminars—assesses students background knowledge ability to inquiry critically think aloud.
- Stay and Stray—formative assessment activity where students physically rotate from stations of information and simultaneously teach and access the material.
- AXES Paragraph—assesses a student's understanding and ability to identify the components of a successful paragraph as well as their ability to write a successful paragraph that provides an assertion or statement of claim, support for that claim, analysis and justification of the support for the claim, and significance or relevance of the claim to modern readers.
- Sociograms—determines student understanding of character interaction and relationships in a group project.
- Relic Box—a student-centered project intended to assess students' ability to write a cohesive and grammatically correct reflective paragraph/essay.

### ***Social Studies***

- Guided Readings—literacy, reading comprehension, content knowledge
- Journal Responses
- QuickWrites—understanding, literacy, and critical thinking.
- Maps--geography skills
- History Day—using the guidelines of National History Day
- Document Based Questions (DBQs)—writing, critical thinking, synthesis, and application of content
- Current Events—for literacy and content application.

- Interactive Notebooks—notetaking skills and critical thinking using TCI strategies
- Travel Brochure—geography, literacy, and culture
- Children’s Book—critical thinking and application of content
- Broadcast
- Political Cartoons—synthesis, analysis, commentary, and critical thinking
- Food Festival—synthesis and culture
- Magazine—see Children’s Book
- Socratic Seminar—reading comprehension, critical thinking, and application of content.

***International Languages***

- Homework Portfolio
- Poetry
- Dialogue
- Observations
- Journals

**Evidence from D3:**

**Uses of assessment to enhance the student learning process—**

***Art***

- Affix grading comments to project to help students understand what they did well and where they need to improve on projects.
- Reinforce vocabulary through quizzes and projects relating to Art terms.
- Steps to success and mastery of terms used to create and complete projects.

***Special Education***

- Use assessments to adjust for the individual student, change their goals
- Spiral Teaching...re-teach/re-test area missed by large groups of students
- Keep Track of Growth over the years (have same set of students over four years)
- Modify IEP goals, as necessary.
- Formal Tests given to qualify the students for special education, assess growth, set IEP goals, and help place the student in appropriate classes.
- Nonsense Spelling Test is used to identify students likely to have weak decoding and encoding skills.

***Science***

- Item analysis used to revise tests and/or adjust instruction to areas to improve content resources and/or guide teaching and re-teaching, as needed.
- Build observation skills and analytical thinking skills.

- Improve technical writing skills.
- Scientific skills development.
- Student evaluation of work within defined rubric (used in both project evaluation and project development).
- Scientific Method and process

### ***Physical Education***

- Use the information to plan future lessons (move forward or back depending on progress).
- Reinforce things already taught.
- Show improvement for motivational support.
- To evaluate whether what is working and what needs to be improved.
- Gain flexibility.
- Show improvement in mile times (over a period of 6 weeks).

### ***Math***

- Assessment helps guide students to attain problem solving skills
- CST item analysis is studied o revise instruction
- Re-teach/Review common mistakes
- Pre-Algebra teachers track weekly class averages for progress on ALEKS. Teachers use the results to compare classes, meeting periodically to discuss tactics and strategies.
- ALEKS assesses an individual, then adjusts the lessons they study next, sometimes re-do the lesson, and sometimes to move forward. Student progress can be easily monitored throughout the year.
- Analyze tests to improve wording and content.
- Use more scaffold lessons
- Use more visuals

### ***English***

- Process writing—three drafts peer reviewed
- Reflective writing
- Grade 9-12 writing portfolios
- Use of white board (instant response and remediation if needed)
- Rubrics with feedback
- Spiral concepts and terms
- Group students with different learning levels
- Teacher collaboration in PLC's
- Pre-test Diagnostics
- Self-Assessment
- Root tests
- Thumbs Up. Thumbs Down
- PLC's analyze and rework common assessments

***Social Studies***

- Peer Review (Essay Circles)
- Connections to Modern Day—USO show oral history, MOT Field Trips, Current Events
- CST and Edusoft data (individual strands) reviewed and information utilized to drive instruction
- Continuous Skill Development
  - Literacy, Skim and Scan Text, Thesis development, Primary sources, Map literacy, Cornell notes, Venn diagram, bubble map, bullet notes, text reading techniques

***International Languages***

- White Board Responses
- DVD—check for understanding
- Discussions from observations

## **Focus Group: School Culture and Support**

**Criterion 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?*

Although we have ongoing parental involvement in School Site Council, The PATrons organization, ELAC, booster clubs and PTSA, our staff is especially proud of local community participation in four specific activities: Career Days, Junior Exhibition, USO Show and Grad Night. For each of the previously mentioned activities, parents and community members turn out in large numbers to interact with our student body. Three of these activities are clearly tied to educational standards and student learning; the last provides students with a safe, secure and enjoyable place to celebrate the culmination of thirteen years schooling.

A goal for the staff is to increase the numbers of parents participating on committees, in booster clubs and as volunteers. An additional goal is to provide more translators for Back-to-School Night activities and to make sure all community meetings are conducted in English and Spanish.

**Criterion E2** – *To what extent is the school a safe, clean and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, highly expectations for all students, and a focus on continuous school improvement.*

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

The staff cites areas of strength as the high visibility of administrators on campus at lunch to quell any conflicts, Friday lunch activities in the quad to engage students in a positive manner, Link Crew's efforts to connect freshmen to our large comprehensive high school, "Breaking Down the Walls" to illustrate the similarities in people not their differences, and the wide variety of clubs on campus to encourage student involvement.

Each year, RBV routinely participates in the California Healthy Kids Survey (CHKS). The general responses reflected in the 2008-2009 survey consistently show that 45% or more of our students feel like they are part of the school, that they feel safe at school, and that their teachers treat them fairly. Similarly, at least 50% of the students feel there are adults at the school who really care about them, who regularly tell them they are doing a good job, and who listen when they have something to say. Seventy or more percent of the

students state that adults at school want them to do their best, believe that they will be a success, and know when they are not at school. In each category where the option is given to “Neither Agree Nor Disagree,” the student responses are regularly over 30%, leaving the number of “Disagree” or “Strongly Disagree” responses less than 20%.

Areas of concern are the wide-open campus, large student population and the need to supervise a great number of students with less resources each year. Student drug use and drinking on campus remains a concern for staff.

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

The Focus Group found this area to be one of the school’s areas of strength. The areas of strength and key issues related to this criterion can be found in both the Instruction Focus Group and in Criterion E4 which follows.

**Criterion E4** - *Students have access to a system of personal support services, activities, and opportunities at the school and within the community.*

The Focus Group considers this area and Criterion E3 to be solid strengths. Staff felt that Rancho Buena Vista High School provides numerous opportunities for student support, though there is room for improvement in these areas.

### **Areas of Strength:**

The majority of the staff at Rancho Buena High school is committed to ensuring that the school is safe, orderly and sets high expectations for all students.

Key Club, Amnesty Club, Environmental Club, Writers Club, Surf Club, Capitalist Club and Best Buddies are just a few of the over 50 clubs that highlight the diverse interests of our large student body. Over that last few years, the staff has endeavored to connect the incoming freshmen to campus activities through the introduction of Link Crew. This year, with the creation of staff-sponsored lunchtime activities in the quad, there has been an attempt to provide a greater sense of connection for all students. Club Carnival which is held each September continues to be the best way to expose students to wide range of clubs on campus.

To ensure that all students feel safe in their classrooms and on the campus in general, Rancho has a full time SRO officer. However, the staff has also added some proactive programs to ensure safety of all of the student body.

One of the most successful has been “Breaking Down the Walls,” a program that focuses on the similarities between students and stresses the importance of understanding and tolerating differences. Tim Fay, the coordinator of the Character Leader Grant, facilitates the weeklong interactive workshop geared toward 10<sup>th</sup> grade students. Older students who have previously participated in the workshop serve as leaders for the breakout sessions. Over the summer, several teachers attended a Capturing Kids’ Hearts workshop and have implemented strategies such as greeting students at the door and implementing a social contract with guidelines for how all members of the class are to be treated.

Another strength of our school is that administration gives teachers the freedom to create school culture in ways that enrich academic instruction in the classroom. Scott Bailey, one of our English teachers, created a “touchstone” video to dovetail the launch of the school’s motto—*Respect the Ranch*. The video, which was shot on afternoon after school last spring, included approximately 300 hundred students, teachers, and administrators dancing and lip synching to Michael Jackson’s “Man in the Mirror.” Students still talk about the positive “vibe” that existed in campus during the filming and when it premiered. He has also created monthly podcasts - modeled after National Public Radio’s *This American Life* - which feature students and staff members’ interviews and performances. *ArtSplash* is another event that captures the unique energy of Rancho Buena Vista. This weeklong celebration of the visual and performing arts on campus begins with the chalk festival and culminates with a visual art exhibition and a series of student music, choral, and dance performances. *ArtSplash* is one of the best attended events on campus. The positive energy created lasts for weeks amongst the staff and the students.

USO Show Day both reflects the culture of Rancho Buena Vista and exemplifies strong community involvement. Pete LaFrance, the USO coordinator, and the 11<sup>th</sup> grade U.S. History team spend countless hours organizing the World War II veterans who serve as oral historians and training guide students to assist them throughout the day they spend with us. Every junior attends three-interview sessions where World War II comes alive for them. The veterans relate how their lives were impacted by their war experiences and students are able to engage in a brief question and answer time during each session. The day culminates with a USO “Show” performance that includes members of Rancho Buena Vista’s band, choir, dance and drama departments putting on a show for both the students and the WWII veterans.

Junior Exhibition and the career interview days also allow for students and community members to interact in positive ways. Junior Exhibition is the culminating activity for juniors who have devoted approximately six weeks researching a future career. The project concludes with the student presenting their findings in a 7–10 minute presentation to a panel of staff and community members. Local community members are continually impressed with Rancho

Buena Vista's juniors who present themselves in an articulate, professional, and reasoned manner.

Parental involvement is seen in a variety of other ways as well. Most teachers communicate regularly with parents via email. Over 60% of Rancho Buena Vista's teachers keep their grade book on ABI and the majority of the remaining teachers use some type of internet-based grading program, allowing parents' access via the internet. In addition to an on-line grade book, many teachers and departments have web sites for students to access reading schedules, homework and assignments from home.

Rancho students serve as ambassadors for the school by going out into the community and performing in local festivals, art shows, concerts and theater performances. The Drama Department hosts elementary school students every December for the production of Rancho Buena Vista's children's show. The band and drama programs also visit the middle schools to perform. Through the award-winning Internship Program, Jim Bennett supervises over 120 students as they work as interns throughout San Diego County. The Internship Program is designed to get seniors into work experiences that mirror their interests. This program has been careful to include students who do not necessarily "excel" in academics, reaching out to programs like Special Education and ELD. In conjunction with the Internship Program, two years ago, Christina Cross and the Counseling Department began a trade and career fair in which members of the community share trade/technical career information with our juniors. This has served as an excellent way to engage students more fully with the realities of their Junior Exhibition career areas.

Rancho Buena Vista's website, the marquee located in school's quad area and at the corner of Longhorn Drive and Melrose Avenue, the parent-developed *Longhorn Lines* and the daily broadcast of our school bulletin are methods the school employs to communicate large amounts of information to the student body and parents.

The special education department supports students through IEP meetings and four-year learning goals. To update Special Education students and parents of student progress, a three-week progress report is generated with annotated goals.

Many tutoring opportunities are afforded to struggling students through Gear Up, extended library hours, 21<sup>st</sup> Century Grant-sponsored tutoring programs, and individual sessions set up by teachers and departments. Gear Up also provides many classrooms with tutors during the school day, several of whom are bilingual. They also run a program called "Encounters" to link struggling students with a peer mentor to support them in scholastic endeavors. For students struggling with academic reading, two literacy programs have been designed. The After School Literacy program is a six-week program for students

who show difficulty in comprehending text. There is also a Saturday School Literacy Academy set up for students who fall below Proficient in language arts. This is a series of six units, each one structured for a 4-hour block, that encourages the “enjoyment of reading.” Migrant Education is another program available to students who qualify. The Migrant Ed liaison meets with students weekly to assist them in academics and in other areas of life which affect their learning.

For students in danger of not graduating due to credit deficiency, there are two on-campus opportunities available. Adult Education is an after school program that offers courses to assist students in recapturing credits. There is also the NovaNet program that offers remediation courses and credit recovery opportunities.

We have seen an increased diversity in course offerings for students wishing to take innovative classes in such subjects as film, history, and creative writing. Other areas, such as the ROP program, have assisted in the expansion of new courses in graphic arts, photo imaging, engineering and multimedia.

Our AVID program has more than doubled in size to better support students interested in going to four-year universities. The program utilizes study skill strategies and tutoring opportunities in order to bolster student achievement and better prepare students for the rigors of university course work. In addition to the diversity of courses, a more diverse group of students is being encouraged to take these courses. There has been a greater push to encourage students in AVID and the higher levels of ELD to take mainstream and honors courses where appropriate.

School-sponsored activities encourage learning and active inquiry, and are tied to the schoolwide vision of success for all students. These activities reflect the diversity of our population. Students are supported through activities and projects such as the 11<sup>th</sup> grade Junior Exhibition which involves career exploration through research.

As part of a renewed effort to beautify the campus and feature student artistic abilities, a SGC-initiated Mural Committee has implemented an application process for students to submit their ideas for the design of murals placed throughout the campus. This gives students who would not ordinarily participate in our art program the opportunity to express their artistic interests. All students on campus benefit from these renewed displays and the responses they may stimulate.

Various programs are brought to the campus in order to create community and support thoughtful decision making. The “Every 15 Minutes” program visits our campus every other year to emphasize the dangers of drinking and driving. “Breaking Down the Walls” has held assemblies in order to break cultural

boundaries and foster a tolerant and understanding community. Also held annually is the “Day of Silence” run by our Gay Straight Alliance Club to teach tolerance and acceptance at school.

Technologically, Rancho has strived to create a school website to inform students, parents, and the general public of the many activities at the Ranch. The majority of teachers have a webpage linked to the website and post projects, reading assignments, and their syllabi. A school safety page is also linked to the website. The website also boasts the new monthly podcasts. The podcast is a student-generated message to students about issues that relate to student life and academic success. Parents who wish to track their student’s grades may use Parent Portal. Any teacher using the district ABI grading program is able to post current grades which can then be viewed by parents via the internet.

Students have also been afforded the opportunity in site decision making initiatives. There are student representative positions on the School Site Council and the VUSD School Board. Students were also invited to take part in the Mission-Vision-Values committee, the monthly PTSA Student Committee, and the WASC Student Group as a way to have the students better represented.

The approach to guidance and counseling is schoolwide and focuses on students’ personal, career and academic goals. The Counseling Department has instituted a peer advising program in partnership with the Character Leaders course. Through Academic Reviews, counselors have reached out to all 10<sup>th</sup> and 11<sup>th</sup> grade students to talk about academic progress and future goals. Counseling has also taken the initiative to send out D/F letters to parents of all struggling students at the end of each grading period.

An Attendance Liaison assists our site with student attendance. The Attendance Liaison links our administration and families of students with attendance problems. Serving in a similar capacity was our Academic Liaison who worked with students at-risk in the ELD program. The Academic Liaison served as the link between site administration and families of at-risk students. That position has not been funded for the 2009-2010 school year.

Our College and Career Center offers information on scholarships, notifying students via a monthly bulletin of scholarships available and regularly updating this through the *Naviance* site. Also readily available, are locally-based military recruiters who make available the annual ASVAB test to assist students as they prepare for their post-secondary life. Military recruiters also provide monthly on-campus presentations to educate students about choosing a military career.

Over 50 clubs and groups are active on the campus, running the gamut from dance and art clubs to student-initiated bible studies to cultural groups such as Encuentros, Latinos United, and the Asia-Pacific Islanders clubs.

The library offers up-to-date services and resources for a diverse range of students. Along with the extended hours during the school week, library services are offered during Saturday School so that students may catch up with work and complete projects. The librarian has also been available to classrooms to promote literacy through young adult literature “read alouds.” Several times during the year, the librarian also teaches workshops on how to use the library for research purposes and how to utilize and cite sources for projects. She is an integral part of the development of both History Day projects and the Junior Exhibition.

### **Key Issues:**

Due to budget cuts throughout the state of California, our campus supervisors and custodians are doing more with fewer personnel. Our campus is wide open and difficult to completely secure. Teachers and other staff members help by being visible during lunch and before and after school. Drug use on campus continues to be a problem, but teachers, the nurse and ASB have implemented several clubs and activities to prevent alcohol and drug use among teens.

As Rancho Buena Vista’s Latino population increases, there is an ever-increasing need for more translators at Back-to-School Night and during meetings like College Night, Financial Aid Night, and PTSA meetings where critical information is disseminated. A goal for the staff is to conduct all of the meetings that involve parents in both English and Spanish. To assist in this process, there is a desire to borrow translation devices from the VUSD or purchase them for on-site use.

Another key issue for the staff was the administration’s need to be more proactive rather than reactive. In 2007-2008, one of our assistant principals created a Discipline Committee composed of students and teachers to revise the Student Handbook. To that end, the staff has implemented a Student Forum, a monthly meeting where students and staff members discuss areas of concern and brainstorm possible solutions for these issues.

There is also a need for an effective system for monitoring reclassified students as they leave the ELD program and strive to succeed in a mainstream course of study. Due to the loss of the ELD liaison position, we continue to struggle in our attempts to meet the needs of these students.

While there has been some communication with administrators, teachers, and other members of the school to identify students at-risk, there is no systemic intervention in place. Further, not all staff members are aware of the range of support services currently available to students at the site, in the district, or in the community.

Though there are a great many teachers who know their students well enough as individuals to personalize and differentiate instruction to meet individual needs, this is not campus wide. In the last year, there has been a push to encourage teachers to reflect upon their teaching and shift their pedagogies to meet the needs of all students in their classes through SIOP and other innovative teaching strategies.

As our use of technology grows in the classroom, especially in classes that have the most need for varied media, the challenge of providing state of the art technology for every classroom exists. Budget reductions over the last several years have greatly impacted our plans to update every classroom with technology.

While the network of support services for students at the site level is strong, there is little representation from businesses and community. It would certainly benefit our diverse population of students to have more relevant business and community links, especially for our marginalized groups of students.

At one point, RBV was a school with abundant funds and opportunities for professional development; it has fallen victim to economic forces beyond its control and has continually tightened its belt in the face of reduced funding. Restrictions from the district have also made out of district professional development very difficult to obtain. While there is a small pool of money available for approved professional development, it is very limited in its scope.

**Evidence:**

- Positive participation through large numbers of students involved in clubs.
- Numerous academic support centers/tutoring.
- Library participation before and after school
- Travel opportunities: Manzanar, European tours, Germany, England, New York, and Paris.
- Sense of connection to RBV “family” and assimilation into culture.
- Students often comment their teachers are supportive of their activities and involvements in and out of the classroom.
- A long-standing record of students excelling in a variety of activities and academic ventures.
- Students are often accepted to many of the most select colleges and often succeed in arts, sports, and other fields.
- Students’ voice included in Student Forum.
- Increased student involvements have improved student engagement (school attendance).
- A multitude of activities that inspire students to get connected to their school and each other.

- Students are more accepting of one another and support each other academically and socially.
- The number of students in regular attendance at school (ADA).
- The scope of programs and athletic teams and the level of participation.
- The number of student clubs and the degree of student involvement.
- Involvement in USO Show Day, Ranch Revue, the Museum of Tolerance field trip, Poetry and Haiku “Slams,” Gear Up, AVID, band, drama, and athletics.
- The number of students in Honors and AP/IB classes.
- The breadth of tutorials offered and the numbers of students attending them.
- The number of fights and the reporting of other disciplinary actions.
- The large number of scholarships awarded to RBV students.
- The number of college acceptances.
- The UC a-g requirements completion rate.
- Involvement in Art festival and Chalk festival.
- Overall dropout rate.
- Increasing participation in our Internship Program.
- Various ways in which the school has of assessing impact through surveys, questionnaires, and student interviews.
- Increased campus-wide access to their internet.
- Students conduct themselves with a sense of feeling safe and belonging.
- Increased evidence of school pride such as art work throughout campus, murals, and art garden.
- All parts of the school community encourage students to challenge the most rigorous curriculum available.
- Staff accessibility.
- Staff involvement/modeling.
- Publication—in various ways—of all of the campus programs available.
- Surveys about what activities they would have interests in.
- What programs overlap and could share references, students, and locations
- Grant writing teams.