

SELF-STUDY VISITING COMMITTEE REPORT
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR



"THE PREFERRED ALTERNATIVE"

2975 E. Highway 246
Santa Ynez, California 93460-0398
Santa Ynez Valley Union High School District

March 3 – 5, 2014

Visiting Committee Members

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Chapter I: Student/Community Profile

Refugio High School (RHS) is part of the Santa Ynez Valley Union High School District (SYVUHSD) located 30 miles north of Santa Barbara. RHS was established in 1979. In 2008, RHS was awarded its first full six-year term of accreditation.

Demographics:

In 2012-2013, 65% of students were male, and 35% were female. The student ethnicity is 65% Hispanic, 26% white, 4% African American, and 4% Alaskan Native. 61% of students receive free or reduced lunch, 9% are in the special education program, and 44% are English Learners (EL).

Enrollment Trends

Over the past three years, enrollment has dropped from an average of 40 students to 24; a decrease of 16. Of the 24 students currently enrolled, 9 are sophomores, 6 are juniors, and 9 are seniors.

Graduation and Dropout Rates

The three-year graduation rate is 97% while the dropout rate has decreased to less than one percent.

Suspensions and Expulsions

In 2010-2011, RHS had 81 suspensions. This dropped to no suspensions in 2011-2012, and just one in 2012-2013.

Average Student Population

The average student attendance per day was 24 in 2012-2013. The average class size was 9 students in 3 daily classes.

Instruction

SYVUHSD places an emphasis on a well-balanced, rigorous core curriculum at all grade levels. Instructional programs are aligned with California State Content Standards and Frameworks. RHS enrolls students 15-1/2 years of age and older. Students enrolled at RHS must complete the same coursework required of all students in the district in order to graduate. ELD 1, ELD 2 and ELD 3 students are not eligible for enrollment at RHS.

Students earn credits for courses completed approximately every 18 school days. There are 5 grading periods per semester of approximately 18 school days equating to 10 overall for the year. Continuation high schools must offer at least 180 minutes of instruction each day. RHS offers 190 minutes of structured instruction each day.

RHS students are able to enroll in ROP/CTE courses that are located at SYV if they are 16 years or older. Available classes include Ornamental Horticulture, Agricultural Mechanics/Biology/Science, Sports Medicine, EAST, Drafting, Introduction to Auto/Advanced Auto, Restaurant, and various multi-media options such as Video/Film-Making, Computer Application, and Computer Repair. All ROP/CTE courses are matriculated with Allan Hancock College and many also satisfy the a-g entrance requirements. All ROP/CTE courses satisfy the district's graduation requirements.

Student Services and Counseling

The majority of students at RHS are there as a result of a failure to keep up academically. The counselor and teachers facilitate students' selection of a career path. The counselor meets with all students frequently to monitor academic progress and to discuss career goals. The People Helping People (PHP) counselor provides assistance with career interest surveys and preparation of resumes. When necessary, the counselor works closely with parents and guardians, the Department of Probation and The Department of Children Welfare Services to ensure all parties involved in the life of the student are included in the academic process. Family counseling is also available for students and their parents.

A part-time special education instructor was added to the RHS staff in order to better serve students with IEPs. The SYV Special Education Consortium and the counselor-In-charge at RHS work together very closely to monitor progress of these students.

Facilities and Safety

RHS has four classrooms: two regular classrooms, one combined math and science lab/classroom, and one technology lab/library. Each classroom has high-speed Internet connections, and LCD overhead projectors connected directly to the computer for CD or Internet streaming. One classroom has been fitted with a smart-board system and an Apple T.V. Every classroom has one teacher workstation, and a mini-work station of four additional computers. Ten additional computers are available in the technology lab. The district's technology plan outlines specific goals for students and staff to achieve, and identifies technological resources needed.

The district provides a safe, clean environment for students, staff, parents, and community members. District maintenance supervisors are proactive and conduct inspections at school sites on a regular basis. Safety of students and staff is a primary concern of RHS. Parents and visitors are welcomed and required to check in upon arrival with the counselor-in-charge and receive a visitor's badge to wear while on campus. Throughout the school day, teachers, staff and the counselor-in-charge supervise students and school grounds to ensure a safe and orderly environment. SYV campus supervisors provide security as well as the Santa Barbara County Deputy Sheriff.

School Funding

In 2012-13 school year, SYVUHSD spent an average of \$11,628 per student, up from \$10,063 in 2010-11. The district is designated as Basic Aid and RHS does not receive any categorical funding. The School Site Council meet to allocate funding and resources for programs.

School Staffing

The school district recruits and employs the most qualified credentialed teachers. RHS has six fully credentialed teachers - Math/P.E., Science, English, Social Studies, and Health/Electives (including fine arts). Of these six teachers, only one is employed full-time at RHS; the others also have classes at Santa Ynez High School. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. The SYV principal and/or the district superintendent conduct evaluations. The RHS average teacher salary is \$74,701. The school counselor has assumed the role of "administrator" in addition to her counseling duties.

Adequate Yearly Progress (AYP)

In 2013, RHS met four of four AYP criteria.

Academic Performance Index (API)

In 2012 and 2013, RHS had too few students tested to be valid; thus, an API was not issued.

California State Standards Test (CSTs)

- Decrease of student testing enrollment: For 2013, 12 total students tested (1-9th grade & 11 11th grade) as compared to 2012 when 18 students were tested (5-10th grade & 13-11th grade). In 2011, 21 students were tested (8-10th grade & 13 11th grade). There were 28 students tested in 2010 (7-10th grade & 22-11th grade).
- Subject area comparison of scores limited to English-Language Arts, Algebra 1, U.S. History, and Biology due to low numbers of students tested. The comparison chart above indicates that in the subject area of English/Language Arts, student scores are in an upswing as highlighted by 40% of students tested were rated as being far below basic in 2010, compared to 9% in 2013. Additionally, 15% of students tested in 2010 were at the basic level compared to 27% in 2013. It was recognized that by 2011, many of the students' scores were more centered in the basic-far below basic range rather than being more evenly distributed in 2010. For example, in 2010 there were 5% U.S. History students who were in the advanced range and 19% were designated as proficient with 29% listed as far below basic. This can be compared to 2012 when there were 0% students in either advanced or proficient ranges, and 62% listed as far below basic in the same subject area.

California High School Exit Exam (CAHSEE)

The California Dept. of Education does not list scores in their data when there are 10 or fewer students participating. As a small school, RHS has 10 or fewer students taking the test on several occasions.

- For the 11th grade student population 12/10/12, 62.5% have passed the math portion and 37.5% have not passed; and, 50% have passed the ELA portion and 50% have not passed. For the same population as of 10/30/13, 75% have passed the math component and 25% have not passed; and 75% passed the ELA portion and 25% have not passed.
- For the 12th grade student population 12/10/12, 93% have passed the math portion and 6% have not passed; and 100% have passed the ELA portion and 0% have not passed. For the same population as of 10/30/13, 70% passed the math component and 30% have not passed; and 70% passed the ELA portion and 30% have not passed.
- Of the total 6 students that have not passed the Math portion of the CAHSEE in 10/30/13, 11th and 12th grades combined, One is designated as receiving special education services, and three are designated English Language Learners. One 12th grader and two 11th grade students are awaiting scores.
- Of the total three students that have not passed the ELA portion of the CAHSEE as of 10/30/13, 11th and 12th grades combined, one is designated as receiving special education services and three are designated English Language Learners. One 12th grader and two 11th grade students are awaiting scores.

Student Survey Results

- 80% of students have a positive perception of the RHS school culture (acceptance, safety, teacher attitude, student attitude, fairness, counseling supports, and staff recognition of appropriate/good behavior)
- 78% of students have a positive perception of student learning (learning environment, expectations, teacher assistance, guidance with problem solving, and responsibility for evaluating their own work).
- 87.5% of students have a positive perception of school safety (school safety and bullying/ harassment by peers).
- 28.7% of students have a positive perception about parent involvement: (parent communication with school staff and involvement and support in their learning both at home and at school).

Chapter II: Progress Report

Major Changes and Follow Up Process

In 2008, RHS conducted its first full six-year accreditation. Since then there have been four principals. Currently, the school's day-to-day operations are handled by the Counselor-in-Charge with the Santa Ynez High School principal providing administrative support when needed. The teaching staff has been very fluid over the same time period. However, the past two years has seen the most stable teaching staff that this school has experienced since RHS opened in 1979. Furthermore, these past two years, has also seen a culture shift from a school defined by multiple disciplinary issues to a more nurturing approach that has resulted in an environment that is more conducive to learning.

ACTION PLAN GOAL 1: INCORPORATE PROFESSIONAL DEVELOPMENT THAT IS SPECIFIC TO THE RHS STAFF AND STUDENTS.

- The district offers two staff development days annually.
- Topics: AVID, At-Risk Student Intervention, Crisis Team update, and Technology in the Classroom.
- RHS teachers attend conferences geared toward the alternative school environment.
- Teachers attend the Valley Wide Staff Development Day.
- Teachers attend weekly professional development/collaboration meetings at SYV.
- All new teachers are CLAD certified.

The visiting committee verified that staff is attending professional development offerings; however, it is unknown as to what the impact of this training is on student learning.

ACTION PLAN GOAL 2: INCREASE THE CAHSEE PASS RATE WITH SPECIFIC FOCUS ON THE ELL AND STUDENTS WITH SPECIAL NEEDS

- Support services include in-school tutoring and a full-time drug-alcohol/ personal counselor.
- The district developed and implemented a Pyramid of Interventions.
- Teachers at RHS have utilized CAHSEE preparation material.
- Wednesday Night Tutorials
- Teacher websites and assignment lists.
- Increased collaboration between teachers from different content areas has led to the development of cross-curricular lessons and activities.
- Rewards ceremony.

RHS has met this goal as seen by six years of longitudinal data:

- All EL students have passed English Language Arts and Math.
- Special education student shave passed English Language Arts five of the last six years.

Math for special education students continues to be a struggle; therefore, RHS needs to continue addressing this goal.

ACTION PLAN GOAL 3: PROVIDE INCREASED SUPPORT FOR ALL STUDENTS INCLUDING ELL AND SPECIAL NEEDS

- All students now have access to four years of College Prep (CP) English.
- All teachers are CLAD certified.
- The counseling department has a bilingual counselor.
- The Student Service Department has a bilingual classified employee.
- The district entered into a partnership with the Santa Ynez Valley Special Education Consortium.
- RHS adopted the full inclusion model for special education students two years ago.

- A part-time special education teacher has been added to teach ELA.
- Dedicated special education teacher who provides support to students. She also serves as their case manager.
- RHS staff members are collaborating more to develop cross-curriculum lessons to improve the relevance of subject matter content.
- Teacher binders with individual student IEPs.
- Differentiated instruction.

Please refer to the visiting committee notes under Action Plan Goal 2.

ACTION PLAN GOAL 4: ADD A SCIENCE TEACHER WITH THE ABILITY TO PROVIDE STUDENTS WITH HANDS-ON SCIENCE PROGRAM

- At the time of the 2008 WASC review, RHS had one credentialed teacher teaching both math and science.
- Following the review, the district added one section of subject-specific science teacher to the RHS staff.

This goal has been met. The current RHS staff includes:

- One counselor
- One language arts teacher employed at 60%.
- One full-time math teacher
- Four part-time teachers in science, social studies, electives and special education.

Chapter III: Self-Study Process

RHS began to review the previous ESLRs at the start of the 2012-2013 school year. Staff agreed that the ESLRs were valid but needed updating. As RHS progressed through the Self-Study process, they developed goals based on student academics and skills needed after high school. The ESLR revisions were needed to support the move to a new school culture. A progressive approach was developed and is based upon student trust and the idea that students should be learning from the 'inside out' rather than the 'outside in'. RHS wants students to be more responsible and engaged in their own learning.

The Schoolwide Learner Outcomes

1. **Effective Communicators** - Students who are effective communicators will:
 - Read, understand, interpret, and analyze information from a variety of multi-media sources
 - Write effectively for the purpose of self-expression, persuasion, and the summarizing of information and research in the 21st century
 - Speak effectively in order to articulate thoughts, ideas, needs and feelings in an appropriate manner
2. **Critical Thinkers** - Students who are critical thinkers will:
 - Identify and define problems within academic materials and in the world at-large
 - Solve problems creatively, while distinguishing between reliable and unreliable sources available in the 21st century
 - Apply solutions by synthesizing information from a variety of sources and by using appropriate decision-making skills
3. **Self-Directed Learners** - Students who are self-directed learners will:
 - Set priorities, plan, and take action to accomplish attainable goals
 - Manage time and resources efficiently
 - Appropriately apply what they learn to other situations
 - Explore and prepare for academic, extracurricular, and career opportunities
4. **Collaborative Workers** - Students who are collaborative workers will:
 - Acknowledge and respect the contributions of others
 - Contribute to the achievement of group and/or team goals
 - Perform a variety of roles within groups and/or teams
5. **Responsible, Productive Citizens** - Students who are responsible and productive citizens will:
 - Resolve conflicts through positive, non-violent actions
 - Recognize the importance of leading and modeling a drug-free life
 - Appreciate diverse ethnic, language, cultural and economic backgrounds as well as gender roles
 - Abide by the rules and processes that govern societies

As noted in Chapter II of this report, RHS has gone through significant changes both in staffing and in the culture of the school. The current RHS staff has all come on board the past three years and the school has seen tremendous growth in the past two years. The staff has struggled together and has preserved to improve the education that RHS students receive. And, all of this has been done with varying degrees of administrative support.

RHS teachers and the counselor-in-charge were responsible for the information in the self-study. Parent and student involvement was limited. Students were surveyed and responded to questions about individual demographics, school culture, student learning, bullying and/or harassment, and parent involvement. RHS parents did not complete a survey nor were they members of the focus groups.

Data was collected from the following sources:

- Demographics
- Attendance
- Dropout and Graduation Rates
- Suspensions and Expulsions
- AYP/API
- CASHEE
- CSTs

The analysis of data was completed by RHS teachers and used for Chapter 1 of the Self-Study. It was concluded that a significant number of students at RHS continue to make academic gains and meet graduation requirements; however, there is room for improvement as identified in the school's Critical Academic Needs as noted below:

- Improve student performance in curricular areas and CAHSEE pass rates including students designated as ELL or as having special needs.
- Incorporate professional development specific to RHS to increase support for all students, including at-risk, ELLs, and students with special needs.
- Improve parent and community involvement.
- Improve and expand student post-secondary opportunities.

RHS knows how to collect the data, but there does not seem to be a systematic process in place for long-term data analysis and its applications to curriculum, instruction and student learning. However, the data and the self-study process have allowed the staff to step back and truly look at their school. RHS staff identified several concerns that will have an impact on student learning. To address staff concerns, a long-term action plan needs to be developed along with an accountability system for monitoring the accomplishments of the plan.

Chapter IV: Quality of the School's Program

Part A: What Currently Exists

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1: Organization Criterion

RHS has developed a clear and comprehensive understanding of the needs of their students and the curriculum necessary to help them achieve success. There has been an evolving cultural change within the school that continues to adapt to the changing needs of their students and community. The staff has promoted a sense of family within their students that encourages greater trust and has resulted in a safer and more cooperative learning environment. The counselor reviews individual learning plans and informs staff, students and parents of any need for change as well as keeping them apprised of progress or lack thereof. RHS staff meet regularly to review learning plans and strategies and to discuss individual student progress. They consider community needs as well, along with how their lessons can be incorporated into realistic experiences for their students.

Because of the small size of RHS communication is easy and regular among staff. Weekly staff meetings are used to discuss "problems, situations or changes that need to be addressed." Additionally the staff regularly reviews the Schoolwide Learner Outcomes. They recognize the changing culture of the school while also identifying critical areas of need that have been persistent over the years. These include a steady percentage of ELL students that have required additions to the instructional strategies as exemplified by READ 180. CAHSEE pass rates continue to be an area of concern and are a focus of staff development efforts. Students provide feedback regarding their experiences that help to shape the Schoolwide Learner Outcomes.

Communication between staff, students and parents has taken a prioritized role and has been instrumental in the move to a more "family feeling" in the school's culture. Students take an active role in assessing their progress and in determining the effectiveness of the Schoolwide Learner Outcomes.

The need for Assertive Discipline is declining due to the more supportive atmosphere on campus. This is a student-centered approach that involves them in evaluating their progress. There has also been a change in how students are accepted to RHS that requires more commitment from the student to ensure they will be successful at RHS. SYV has also developed a considerable array of interventions that has resulted in fewer students needing the smaller supportive environment offered at RHS.

There appears to be substantial support at the district level for reconfiguring the administrative assignment at RHS. Discussions have centered on providing a counselor/administrator role that would allow for direct supervision of students and staff by an onsite person who would also cover counseling duties. It was explained that by making this a full assignment at RHS it would help to address some of the issues the school is now struggling with in terms of community outreach and interaction with the SYV. Further, it was hoped that a full time position for the current English teacher could offer an administrative internship while that teacher worked on the credential, thus making them available for additional assistance to the onsite administrator/counselor.

A2: Governance Criterion

The principal at SYV is responsible for reporting progress of RHS to the board. School board and district administration are kept aware of RHS student performance through the school plan, the SARC, and board meeting presentations. The board is responsible for the annual review of the single school plan as well as approval of the school's budget that includes textbook purchases and categorical funding.

The school communicates with parents through phone calls and progress reports to inform them of student and schoolwide performance. Initial orientation meetings with parents also help make them aware of board policies and how they impact the school. Staff meets regularly and has the opportunity to discuss policies and their application to curriculum and campus activities.

At the beginning of each school year every teacher on the RHS staff report to the board regarding student performance and their plans for the upcoming school year. RHS leadership team makes sure that staff understands their professional responsibilities and their relationship to the board.

The board follows the William's Act, which provides annual notifications to all stakeholders regarding complaint and conflict resolution procedures. Staff contract and procedures handbook also cover these areas. It is pointed out that the leadership team provides one of the best sources of support for staff regarding any of these issues.

A3: Leadership and Staff Criterion

Because the staff is so small they have the ability to meet with one another on a regular basis. Out of necessity they support one another in their efforts to meet the needs of their small but diverse student population. Each teacher reviews the individual learning plans for each student and progress is regularly assessed. Most teachers are on campus part time as they have teaching assignments at SYV. This structure to the school having more the appearance of being an adjunct program for SYV rather than a separate school. The lack of an administrative position on campus contributes to this impression.

The staff evaluates student performance in class and reports this to the leadership team. That information is put into the school plan along with test performance and ideas to address weaknesses and support strengths. The school site council is responsible for input on this plan as well as its approval. One area for growth here is the greater inclusion of parents in this process since they have been unable to attend the SSC meetings on a regular basis.

While the school plan is a result of coordinated efforts from staff and school site council there are still issues that remain to be solved. Technology support is slow and the school is looking for ways to implement their tech related goals of high interest Internet based learning programs (programs that can be purchased or that are available for free). They report that this is an area they are researching but this seems to be taking a long time since its initial recommendation in 2008. There is also an issue with staffing, with RHS hoping to have more teachers there for the full day. This may be dependent upon the size of the student population at RHS and would be dependent upon future growth. There is a need for an on-site administrator who would participate in district wide administrative meetings.

A4: Leadership and Staff Criterion

SYVUHSD has clear policies outlined in the procedural manual for employment and assignment of teachers. All RHS teachers are NCLB compliant. Currently they do not have any online courses available; however, a career exploration course is being introduced in the spring of 2014. The school has also participated in college field trips and career exploration speakers on campus.

Hiring practices ensure that all teachers are highly qualified in their subject areas. Additionally, teachers undergo annual evaluations to ensure that they are meeting Federal, State, district and school expectations. Teachers meet with the SYV principal and staff to provide instructional support and to assist with ongoing staff development that is specific to their curricular areas.

There is an effort to place teachers at RHS who request that position as well as trying to balance the needs of SYV as well as those of RHS. The continuation school has requested that consideration be given to increasing the number of full time positions at RHS. This will be dependent upon the eventual size of the RHS population to determine staffing ratios.

Much of the responsibilities, policies, processes and handbook defining all of these are developed as part of the SYVUHSD. Operating practices at RHS are different in that it is a small continuation school and has a shorter instructional day for students. Pacing guides, grading periods and lesson plans are mostly based upon the 18-day reporting period. In some cases students are on independent study contract and may vary from this 18-day progress reporting. The RHS leadership team consists of all teaches and the counselor-in-charge.

A5: Leadership and Staff Criterion

Staff participates in weekly staff development and collaboration held with SYV staff. There is an annual district wide staff development day and there are outside options for curriculum and management strategies held by Santa Barbara Department of Education. It sounds like there is difficulty getting the entire RHS staff together for any kind of group workshop since they have varying schedules. In the past they have reported working with CCEA; however, that kind of collaboration with other alternative programs appears to be missing at this time.

Evaluation of teaching staff is the responsibility of SYV principal and vice principal. All teachers are observed and evaluated annually. As part of this process recommendations are made regarding improvement and possible involvement in classes, seminars that can provide support for staff.

There does seem to be an issue with availability and access to staff development that would provide access to other alternative schools and their strategies for success.

RHS staff reports that improved test scores and increased levels of earned credit point to the impact of professional development. They report that staff collaboration has improved instructional strategies making them more interesting and increasing student participation.

Cross-curricular lessons have been embraced by staff and underlie some of their most successful lessons. They also point out that the 18 day grading period gives them quick feedback on the effect of their instructional strategies and provides timely feedback for students - usually in a one-on-one conference to assess progress and modify their educational plan if necessary.

A6: Resource Criterion

Staff reports that allocation of funds is adequate to support student learning and provide teachers with necessary classroom supplies as well as all necessary textbooks. They do indicate that the process for obtaining supplemental materials is slower than it used to be since they are now using a new online ordering system.

READ 180 will be implemented sometime in the future when funds become available to purchase licenses and equipment to run the program. This will be essential to provide adequate support for the ELL population on campus, which is roughly $\frac{1}{2}$ of the students at RHS.

The school budget is covered in the Single Plan, which is initially approved by the school site council and then presented to the school board for approval. They mention that they have less participation in fiscal responsibilities since the new administrative configuration was put in place - which took the superintendent/principal off their campus. The district business office conducts most of the oversight for the RHS budget.

The physical facility supports the current staffing and student population while maintaining a close physical proximity to the SYV campus allowing staff to shift between assignments and providing students with access to ROP classes and some teacher aide positions at SYV.

RHS talks about their shift to "the Preferred Alternative" which changed their approach with students to a more family centered, trust-invoking way. This new approach has been successful in encouraging greater student productivity and has increased positive behavior while significantly reducing problems on campus.

RHS reports that there is an effort to explore online programs to offer a greater spectrum of instructional strategies to students. While there are some programs being used within math and limited ones in science there is a need for programs within English and Social Studies.

It appears that some consideration is being given to offering stipends for staff members interested in taking certain online courses. Teachers are also rewarded and encouraged to improve through salary hikes that result from credential and degree acquisition.

There are annual plans as identified in the Single School Plan that take into account budgetary considerations as well as implementation of new materials and instructional strategies. There are State approved guidelines for textbook adoptions that guide the acquisition practices of the district. Additionally, there are regular updates provided to the board that present the progress of the school as well as offering a chance for discussion and change when progress is limited or problematic. The RHS staff seems anxious to explore a vision for the future that would involve members of the district administration as well as community members in exploring what services beyond the classroom they can provide and what can be made available to the school.

Strengths

- Student and staff communication & collaboration.
- Frequent staff meetings and informal contact regarding student needs.
- Relevant mission, vision & SLO plan.
- Staff and student trust.
- Individual student education plans.
- Student representatives
- Open door policy for parental communication and involved community members.
- Shared responsibility.
- Well-developed grading periods and credit sheets.
- Good relationships with students.
- Willingness to implement changes based upon student achievement.
- Strong, progressive approach equates to a safe environment.
- New school culture.
- Well-qualified staff that regularly attend professional development.
- Interest in building a strong, more efficient research-based program.

Areas for Growth

- Stable, supportive accessible instructional leader.
- Increased use of technology (especially real-world activities).
- More involvement of student representatives.
- More opportunities for staff development (new programs, strategies, etc.).
- More options for positive change (online technology based instruction).
- Increase numbers of students on campus.
- Better online programs.

- Clearer information regarding funds available to RHS.

Evidence

- Interviews with All Stakeholders
- Mission Statement
- Schoolwide Learner Outcomes
- Demographic Data
- API, AYP and CAHSEE Scores
- Staff Meeting Agendas
- Graduation Plans
- RHS Website
- Board Procedures
- District Policy Manual
- School Site Council Meetings
- School Board Meeting Agendas
- Single School Plan
- Budget Copies
- Field Trips
- Volunteer Projects
- Collaborative Lessons and Activities
- 2008 and 2014 RHS WASC Self Study
- District Website
- Union Contract
- Staff Procedures Handbook
- Staff Contract of Employment
- On Site CTA/NEA Rep
- Credit Sheets
- NCLB Requirements
- Formal Evaluation Protocols
- Staff Development and Collaboration Meetings
- District Policies
- School Staff Rosters
- RHS Orientation Packet
- RHS Tardy Policy
- RHS Grading Periods/Charts
- Staff Surveys
- Report Cards
- Purchase Order Policies/Guidelines
- Numbers Of Assertive Disciplinary Actions
- Drop Out and Graduation Rates
- RHS 2011-2012 School Accountability Report Card
- SYVUHSD Technology Plan and Protocols

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1: Curriculum Criterion

RHS offers a rigorous, relevant, and coherent standards-based educational program. All lesson plans, textbooks, and subject-related notebooks align with the California State Standards. Teachers participate in professional development opportunities focusing on the Common Core. One RHS staff member has been AVID-trained and shares those strategies with her peers. Additional collaboration occurs at SYV staff meetings, bi-weekly RHS staff meetings, and department meetings.

Cross-curricular lessons occur within several subjects. For example, English and science study a survival theme in a novel linked to a human dietary study. The math and science teachers collaborated on a bridge-building project that provides real-world math and science applications. RHS continually reviews the effectiveness of curriculum and instruction to assist students in their learning.

Grading and homework policies, credits, and course completion information are discussed at bi-monthly staff meetings. Teachers use the same point scale that states 100 points equates to one credit. It is the responsibility of the individual teacher to ensure that their lessons have rigor while the staff works together to promote relevancy.

B2: Curriculum Criterion

Students at RHS have access to the entire school program, which includes options for credit recovery and electives. Most core classes meet the a-g requirement providing students the opportunity to attend a four-year university; however, most RHS students will attend local city colleges or vocational and trade schools. In this case students may wish to enroll in a lower division math course such as Business Math to meet their graduation requirements.

Open lines of communication exist between the school and admissions offices of community colleges and four-year colleges. RHS students participate in college visits and are included in visits sponsored by SYV. This has stimulated student interest in colleges, especially local community colleges, and has led to an increase of students applying right after graduation. To ease the stress of pursuing post-secondary opportunities, the PHP representative assists students with applications for college, scholarships, jobs, and FAFSA.

To assist students in making these academic decisions, RHS has developed individual learning plans specific to each student based upon their needs. RHS has effective and established processes for making appropriate changes in students' individual learning plans. All information regarding a student's ability, behavior, learning styles, and post-secondary school choices are shared and reviewed by all staff before the student begins class. A student's transcript is studied to determine credit deficiencies, and placement in a group is decided based upon the student's age and suitability to work with the members of that group. Parents are involved with monitoring their child's plan by reviewing credit sheets and progress reports that are sent home during each eighteen-day grading period.

B3: Curriculum Criterion

Smaller class sizes and a block schedule allow teachers to provide individual assistance in support of the student's personalized education plan. A goal of RHS is to provide students with credit recovery options. CAHSEE prep materials and CDE released CAHSEE questions are available for teacher to use. Small student groups provide additional opportunities for teachers to conduct workshops such as essay prompt attack skills.

Students participate in lessons that incorporate real-life situations such as writing for careers in screen writing and journalism. Another example is the student who wants to attend culinary school and so takes the ROP Restaurant class to gain experience and a competitive edge in the application process. The math and science teachers collaborated on a unit that studies how Pluto lost its rating as a planet.

RHS strives to find a balance between meeting state standards and their schoolwide learner outcomes, which include strong 21st century skills, and providing high-interest lessons and activities that will engage students and prepare them for real world post-secondary school.

Strengths

- Integrated and cross-curricular lessons that highlight real-world applications.
- Practical and effective grading system.
- Personalized education plans regularly monitored.
- Smaller groups with close teacher support.
- Positive reinforcement by staff for student career and educational options and interests.
- PHP assistance.
- Desire to implement new strategies.
- Policies for developing and monitoring individual learning plans.
- Enrollment policies.
- Staff participation and collaboration.

Areas for Growth

- Grow the student population.
- Increase parental and community involvement.
- Provide additional CTE options.
- Conduct graduate follow up surveys.
- Implement online high-interest academic programs.

Evidence

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|---|---|
| <ul style="list-style-type: none"> ▪ Interviews with School Stakeholders ▪ Staff Development and Collaboration Meetings ▪ Cross-Curriculum Lessons ▪ Enrollment Process ▪ Smaller Class Sizes ▪ Individualized Education Plans ▪ Bi-Monthly Meetings ▪ Systematic, Generalized Point Scale ▪ ROP Classes ▪ Communication with Parents and Students ▪ PHP Assistance ▪ College Field Trips ▪ Applications For College and FAFSA ▪ District Website and Policies ▪ SYV Departmental Meetings and Notes | <ul style="list-style-type: none"> ▪ ESLRs ▪ RHS Policies ▪ New Technology ▪ Site Council ▪ Subject Curriculum and Texts ▪ Released CAHSEE Questions ▪ Orientation Packets ▪ Course Offerings ▪ CA State Standards ▪ Subject Area Curriculum ▪ Student And Staff Surveys ▪ Grading Periods & Progress Reports ▪ AVID Strategies ▪ Class Computers for Student Use |
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CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION**C1: Standards based Student Learning/Instruction**

Students are engaged in cross-curricular projects that generate academic discussion among the students independently as well as with the instructor. Math and Science collaborate on many projects as a natural extension of both course material, other collaborations are being explored in other disciplines as well. There is evidence of multimedia presentations and posters on current and historic events, as well as controversial and timely subject research and persuasive writing. The teachers utilize peer reviews, model papers and portfolios along with the practice of using rubrics aligned to the standards so that students may know what is expected of them.

Students are aware of the grading and credit policy and how to best move forward independently to achieve their goals. Students work at different levels and in different subjects within, say, the math curriculum. Due to the small amount of students actually enrolled in classes on campus, and the sharing of teaching assignments at SYV, it is not feasible to direct instruct the class as a whole. Each teacher has creatively and for the most part successfully, manipulated the subject matter to best serve the most students in the limited time they have them. Students are well trained in reading their transcripts and knowing what they have achieved thus far and what they need to do in order to succeed to their desire. They can easily follow their progress by means of the credit charts posted in each classroom.

The choices of classwork to earn credits vary from basic to advanced and this is the way RHS teachers differentiate instruction within the same course material. There are working computers, a few in each class that students may use to further enhance they're learning. Students to deliver information to other students use Power Point presentations regularly. There is a study hall where students may receive extra help or potentially give help as peer tutors. Extra assignments are given to those desiring to raise their grades. Each student is actively engaged in his or her own education.

This school's culture is one of trust and belonging in which all students relate to each other and to the staff. The Counselor in Charge has perpetuated this culture through a visible and tangible presence on campus. The teachers also encourage trust and acceptance and provide an easy environment for students to thrive in. Students stay on top of their own credit needs by means of the Credit Charts posted in each class. They are also learning to read their own transcripts and understand their graduation plans. The focus of students is on credit recovery and graduation evidenced by the reduction in disciplinary actions over the past two years. Students have expressed their appreciation for the help they have received at RHS as evidenced in graduation speeches.

C2: Standards-Based Learning and Instruction

RHS has a small computer lab with eight working computers and there are small banks of computers in each of the three other classrooms. Staff has indicated that there are issues with connectivity, but this is a district wide issue as explained to us by the Principal on the SYV campus. The staff at RHS expressed satisfaction with The IT department's response to their needs. One classroom has a Hitachi Smart Projector and a document camera both used regularly in the English class for oral language warm-ups and practice of writing skills. Each classroom has an LED projector with external speakers and pull down screens. Students have access to digital and video cameras for use on special projects and for the future yearbook. Students are being instructed on appropriate online research, including validating online sources, plagiarism and citing sources. All staff members besides English teacher are responsible for embedding source validation and citation practices in their curriculum. Student use of the Word Processing application on the computers in writing helps extend writing practices, although the English teacher still demands a hand written first draft in order to adequately assess student grammar and punctuation. Most classrooms utilize video clips/movies to increase students' access to the objectives. Audio/Visual technologies are available for use by staff and students to further engage student learning.

Staff at RHS is included in staff development in 21st Century skills at the comprehensive high school. They also have the opportunity to be involved in collaborative departmental meetings. In the staff's own bimonthly meetings they discuss future plans for growth in the skills necessary for their students to succeed with the implementation of Common Core.

In preparation for a professional life, students are required by all teachers to research information using Computer information networks. When applicable, maps and statistical representations are used to disseminate information to the student body and teachers are using primary sources and alternative texts to the curriculum, to further explore concepts.

Due to the small population and student: teacher ratio, students have the ability to really be known as individuals and therefore mentored by staff in the ways that are appropriate to their needs. There is a definite nurturing quality to these interactions and students recognize their teachers as life coaches. Most of the staff is accessible to students outside of school hours and regularly help students with personal issues. Students are comfortable asking staff for help with academics as well as personal needs. As a result students are becoming more accountable and responsible for their behavior and goals.

There is a strong counseling presence on campus and students have in the past and will receive in the future, help from the PHP representative at SYV in preparing resumes, school and FAFSA applications and letters of recommendation.

RHS students are involved at SYV in ways that bridge the gap between the schools. The math teacher is also the track coach and she has begun to use students from RHS to help at track meets. She shared how successful this has been in opening doors to SYV as well as fulfilling the needs of the RHS student. Students also have opportunities to be involved in local events, board meetings and as teacher assistants to SYV personnel. The RHS student has access to the ROP programs at SYV and has been a steady presence in the ROP restaurant skills class

Strengths

- Differentiated Instruction
- Individualized Learning Plans
- Availability of Technology
- Closer ties between staff and students.
- Frequent conversations about pacing, progress, and mastery.
- Cross-Curricular Collaboration
- ROP Class Availability
- Volunteer and TA opportunities
- Accessible and Caring Staff
- Available Technology
- Collaborative and Innovative Staff

Areas for Growth

- Better technology and maintenance.
- Vocational options on and off campus.
- Community outreach and service.
- More online educational programs.
- Closer ties with businesses and vocational schools.
- More frequent and specific activities that support the Schoolwide Learner Outcomes.

Evidence

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| <ul style="list-style-type: none"> ▪ Interviews with Stakeholder ▪ Grading Charts ▪ Individual Learning Plans ▪ Schoolwide Learner Outcomes ▪ Teacher Discussions ▪ Student Work ▪ Student Computer Log-In Accounts ▪ Shared Contact Information ▪ District Professional Development Plan ▪ Updated Technology Plan ▪ Students Computers In Every Room ▪ Teacher iPad and Apple TV ▪ Document Cameras and Projectors | <ul style="list-style-type: none"> ▪ Small Class Sizes ▪ Student and Teacher Interactions ▪ Career Discussion ▪ PHP Assistance ▪ Availability of Teachers after School Hours ▪ Lesson Plans ▪ Enrollment Policies ▪ Curriculum Maps ▪ Teacher Observations ▪ Current Events ▪ Volunteering at SYV Events ▪ Local Student Jobs ▪ Student TA Opportunities |
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CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT & ACCOUNTABILITY**D1 & D2: Assessment and Accountability**

Teachers use limited formal assessments such as CAHSEE to guide instruction. Teachers have many informal assessment options such as teacher generated tests and quizzes, portfolios, projects, presentations and interviews that help monitor student success. It is unclear to what degree these assessments generate data that can be used in effectively driving instruction. There is good oral communication between staff, students, and parents regarding credits earned and a student's individual progress.

The School Site Council is tasked with analyzing data from testing and other assessments for use in creating new strategies and identifying areas of redress. However, inconsistency of hours available has squashed this Council's impact and success. Also, there are no common assessments between the two schools that would help generate relevant data for analysis. All stakeholders were addressed as to the importance of creating a formal assessment to be used for comparison and congruency.

Student progress and academic needs are routinely addressed at bi-monthly staff meetings. Students and staff use posted credit sheets in each classroom to analyze performance and track progress. Students are familiarized with their individual graduation plan and it is updated at the start of every 18-day cycle.

Open house is tentatively scheduled for the spring in hopes of generating family and community interest. Staff has expressed a concerted desire to appropriate online programs that will extend their instructional reach, is research based and aligned to the common core.

Through teacher generated rubrics students are given ways to demonstrate achievement in academic standards in the course that they are working on for credits. This allows students to work at different paces and on different subject matter with the classroom instructor's support and guidance. Although there is little direct instruction going on in the classroom on a daily basis, the teachers have discovered ways to interact and instruct students rather than simply supervising packet work. These ways include, cross-curricular lesson units, subject research and presentations, informal debates, and performance tasks. In cross-curricular assignments individual teachers will generate subject assessments based on their subject's part in the activity.

Because RHS is small, students are given multiple opportunities per day to receive feedback regarding their progress. Students are given choices regarding activities to complete as a part of their individualized learning plan and in conjunction with the rubrics provided by each teacher. The teachers provide feedback to the students as soon as work is submitted keeping students motivated and on task.

Written feedback from students in the form of journal entries and quick writes are useful, as students will give responses that clearly demonstrate whether or not a subject has been understood.

Student levels of participation and assessment results such as tests, quizzes, presentations, written work, etc. are studied and used by teachers to adjust curriculum and how it is presented.

Teachers keep grade books and use them to inform students on their progress and credit gains. Instructional groups can be reformed based on the results of each 18-day grading period. Struggling and complacent seniors and students needing extra support are usually placed in the same instructional group of which there are three. Group one is high priority seniors in danger of not meeting graduation requirements, group two are juniors and or seniors who are on track. Group three are sophomores and possibly seniors extremely close to graduation.

D3 & D4: Assessment and Accountability

Board members are informed of RHS model and supplies assistance when needed. Staff works closely with counselor monitoring student progress and making, changing, as well as implementing interventions when necessary. Parent involvement is encouraged and actuated by the Counselor in charge and her open door policy. Progress reports are sent home every 18 days. RHS also maintains a web site for ongoing information dissemination. Staff will continue to improve on the web site. School site Council report keeps the governing board members informed of student achievement based on testing scores and graduation rate. Consistent representation on the School Site Council is necessary. Progress reports are another way parents are kept informed on their child's progress. Student progress is routinely discussed at bimonthly staff meetings. Working off the assumption that a student who is responsible and engaged with their own learning are more likely to succeed, the staff has adopted the credit chart to keep the information in front of the students. All teachers are trained in cross cultural language and academic development, CLAD. A special education teacher is on campus regularly to assist students with disabilities or to support staff with strategies to help access the content.

Strengths

- Progressive approach.
- Monitoring and evaluation processes.
- Staff collaboration and development.
- Communication between stakeholders.
- Small group sizes equate to closer monitoring.
- Strong credit sheet and Individual Learning Plans.
- Regular meetings.

Areas For Growth

- More assessment and instruction online.
- Greater variety of lessons that include different learning styles.
- Increased parent and community participation.
- On site training relevant to the student's need and provided to all staff.

Evidence

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| <ul style="list-style-type: none"> ▪ Staff Development and Collaboration Meetings ▪ Cross-Curricular Lessons ▪ Student Notebooks and Work Samples ▪ RHS Bi-Monthly Staff Meetings ▪ SYVUHSD Textbooks ▪ CDE Released CAHSEE Questions ▪ Teacher Assignments and Projects ▪ RHS Teachers' Syllabi ▪ RHS Class Offerings ▪ ROP Classes at SYV ▪ Common Core and CA State Standards ▪ Schoolwide Learner Outcomes ▪ Subject Area Lessons ▪ Individualized Learning Plans ▪ Credit Sheets and Charts ▪ Progress Reports and Grading Periods ▪ Class Computers ▪ Rubrics and Models | <ul style="list-style-type: none"> ▪ Student and Staff Surveys ▪ District Policies ▪ Bi-Monthly Staff Meetings ▪ New Technology, Document Cameras, Projectors ▪ Student Computer Login Accounts ▪ SYV Departmental Meeting Notes ▪ Digital Camera ▪ SYV Behavior and Educational Support Interventions ▪ Availability of Teachers after School ▪ Career Discussions ▪ Communication with Family Partnerships ▪ Staff and Student Discussions ▪ PHP Assistance ▪ Vocational School and College Visits ▪ Individualized Coaching ▪ Teacher Role Modeling ▪ Local Student Jobs |
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- TA Opportunities
- Board Meeting Presentations
- CAHSEE Results
- Informal Quizzes and Tests
- Teacher Observations
- More Formal Assessments

CATEGORY E. SCHOOL CULTURE & SUPPORT FOR STUDENT PERSONAL & ACADEMIC GROWTH

E1: School culture and Student Support Criterion

RHS provides each parent with an orientation that covers the basics about the school and encourages their involvement in their student's progress and activities at the school. Progress reports are mailed out every 18 days to keep parents aware of student performance. The school website provides access to teachers providing their email as well as offering a gallery of events over the school year. The school site council is made up of teachers, administrators, students and parents and is responsible for the school plan. Meetings are held every three months although this has become something of an issue in terms of getting everyone together. Parents are also involved in IEP meetings for special education students - this is in addition to the Individual Learning Plan that is developed for all students.

RHS provides a variety of opportunities for community involvement that includes speakers on such topics as career/vocational exploration, substance abuse, job skills and college enrollment. Students take field trips to colleges with the AVID class from SYV and they enroll in ROP classes on that campus. PHP offers assistance with college applications and scholarships. Also, students are engaged in volunteering in the community - one example being at the local humane society. Some of these activities have diminished over the past year due to the change in administration on campus and in the district. There is a need to offer more administrative support to assist with the integration of community participation on the RHS campus.

The primary strategy for ensuring parent understanding of student achievement is through the progress reports created every 18 days. This enables parents to keep up on student performance in a timely manner and is accomplished through a report that is mailed home along with phone calls, when necessary, from teachers and the school counselor. There is also access, via the RHS website, to the SARC which covers student performance on STAR and CAHSEE testing. There is no current means of informing parents of student achievement of schoolwide learner outcomes unless they visit the school and view one of the posters prominently displayed in all the classrooms.

E2: School Culture and Student Support Criterion

Staff reports that since the implementation of their progressive approach that students have taken a greater pride in the school and require less supervision. The campus is kept clean and safe and there is restricted entry during the school day. They conduct regular safety drills and the facility is well maintained by custodial staff. Every classroom provides a bank of computers for student use that allow access to a few programs such as Microsoft Office. They report that equipment and software is in the process of being updated and that there are times when technology support from the district is slow in arriving. Although there seems it seems to be improving, the current state of the equipment on campus reflects a distinct lack of support to provide updated technology. Teachers report frustration in having computers break down, and Wi-Fi connectivity not available on a reliable basis.

Implementation of a Student Leadership program could offer students a variety of opportunities on campus and in the community. Taking responsibility for developing volunteer activities in the community would be one pathway to explore. This could include assisting local service groups - Rotary, Kiwanis, Lions, etc.; funding raising activities for various charities: "Make a Wish Foundation, Pennies for Patients and encouraging local businesses to come on campus as part of career exploration. Leadership students could also organize student activities on campus: student awards, games day, special cookouts and other opportunities that would involve and recognize the entire student population. Currently students participate in awards programs, a holiday party and a recycling party.

RHS has implemented a "progressive approach" that seems to focus upon developing trust and a positive relationship with each student. This starts through a vetting process that examines the suitability of each student being considered for enrollment at RHS, although RHS staff reports that they are willing to accept all students referred to them. SYV has increased their efforts to provide many options to assist students to be successful and this has resulted in fewer students being referred to RHS.

The progressive approach instituted by Ms. Ganz three years ago has resulted in a family like atmosphere that encourages mutual respect and consideration. Teachers have embraced this approach and the result has been a more engaged and positive student population. Adding to this success is the vetting process that takes a close look at student candidates and evaluates their chances for success on the RHS campus.

E3 & E4: School Culture and Student Support Criterion

RHS offers a variety of measures to assist and support students through their small family centered approach with quick feedback on progress with 18-day grade reports. An individual learning plan for every student bolsters this. Staff discusses students' progress and needs at regularly scheduled meetings. PHP provides additional support through individual and small group counseling as well as assisting with college and vocational applications. Teachers differentiate lessons to make them interesting and to appeal to the individual learning styles of their students.

RHS shows a relationship between their identified schoolwide learner outcomes and the performance of their students on assignments, which is monitored regularly through their 18 days grading/progress reports. Since all students have an individual learning plan they are able, with teacher assistance, to identify the academic performance necessary to achieve the goals outlined in their plan. RHS places a heavy reliance on counseling and establishing relationships with their students to ensure better performance and success with the program. A small number (currently 2) of RSP students have been referred to RHS in the hope that they will benefit from the small school environment on the campus. The special education teacher is on campus over other day.

This is a small alternative high school that, due to its size, has the flexibility to tailor instruction to meet the specific needs of its students as well as being able to develop trusting relationships with all students as a result of the efforts of the counselor and staff to reach out and make them comfortable. There seems to be constant feedback/communication with students regarding their performance and also in response to their needs: academic, emotional and physical. There is a need, in some cases, to shore up some of the instructional program to more accurately assess student performance, to provide additional support, and to provide curriculum that is more closely aligned with content standards.

This is a small continuation high school with a small staff, some of which have responsibilities SYV of the comprehensive high school. As such they provide a remarkable amount of support for their size. Counseling, individual lesson plans, constant feedback on academic progress, tutorials, assistance with specialized independent study programs for students unable to attend regularly, IEP's and additional assistance for special education students all fall under the aegis of this small school. An important part of the success of this program is the constant support offered to students and their families - primarily through the school counselor with from teachers.

RHS staff does everything within their power to ensure that students are getting the best possible educational plan available to them. They have a teacher/student ratio of 1:9, which allows for close perusal of performance and needs. The staff attempts to keep lessons interesting while measuring progress and making sure those students are on track for graduation.

Staff provides cross-curricular lessons that blend two or three disciplines to make a reality-based experience for students. This will involve critical thinking and problem-solving strategies incorporated into a lesson that is part of the new common core State standards. They also try to involve students in off campus activities in the community such as assisting with track meets and the local Chalk Festival. The latter events are often set up by teachers who at SYV and arrange for RHS students to participate in some school and community activities.

Student involvement in these activities is monitored through regularly scheduled bi-monthly meetings. Since the school is so small it is easy to evaluate student participation as well as altering lessons to accommodate special student needs or interests as they arise. In the past there were workshops held by PHP to facilitate college and vocational program enrollment - this involvement by PHP has diminished this year and should be evaluated to determine how to reinvigorate that relationship. Staff is able to assess student involvement since they are in constant communication with one another as well as other agencies that provide assistance on campus.

Ms. Ganz stands out, as reported by students and parents, for her constant help and support on campus. Students also indicate that they would like more assistance from PHP. This supports the concern that PHP should be reintroduced to its previous levels of support at RHS. There is also a reported drop in enrollment in ROP classes, which may be a reflection of the larger number of seniors on campus - since they have previously taken ROP as reported by RHS staff.

Strengths

- Enrollment/orientation policies.
- Parent/staff communication.
- Field trips and ROP support.
- Vocational and technical school presentations and community guest speakers.
- Trust and collaboration.
- Progressive counseling approach.
- Respect and professionalism.
- Clear expectations.
- Accountability.
- Role models.
- Clean, well maintained campus.
- Strong and varied support options for students.
- Streamlined and established processes for monitoring student achievement.
- Multiple options for enrichment and extension.
- Positive school culture based upon trust between staff and students.
- Good communication between staff and students.

Areas for Growth

- Methods for involving parents and community members.
- More student volunteer opportunities.
- More guest speakers.
- Faster response to technology issues.
- More time for counselor group work.
- More vocational instruction.
- More PHP involvement on campus.

Evidence

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| <ul style="list-style-type: none"> ▪ Progress Reports ▪ Open House ▪ IEP Meetings ▪ Guest Speakers - Technical & Vocational School Presentations ▪ Parent Birthday Cake Maker ▪ Field Trips with SYV AVID Class ▪ ROP Enrollment/Support ▪ PHP On-Site Support ▪ Campus Grounds ▪ Safety Policies, Materials, Drills ▪ Custodian and Groundskeeper Visits ▪ Classroom Technology ▪ Student Pride ▪ Progressive Approach ▪ Student-Teacher Bonds ▪ Individualized Learning Plans | <ul style="list-style-type: none"> ▪ Enrollment Process ▪ Schoolwide Learner Outcomes ▪ Flexible, Differentiated Instruction ▪ Less Assertive Disciplinary Events ▪ Unlocked Doors ▪ Students Asking for Help Outside School ▪ RHS Y-Drive Grading System ▪ Special Education Support ▪ SYV Interventions ▪ High Interest Cross Curricular Lessons ▪ Textbooks and Novels ▪ Student Groups ▪ Summer School ▪ Accelerated Option - Early Graduation ▪ Student Numbers and Campus Size ▪ Chalk Festival ▪ Helping Set Up Athletic Events |
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Part B: Schoolwide Strength and Critical Areas for Follow-up

Refugio High School stakeholders are commended for the thoroughness in the preparation of the Focus on Learning document. All stakeholders assisted the Visiting Committee in the collection and clarification of data that was needed in order to analyze the existing status of the school. The district office administration provided direction, training and other resources to the school. The Visiting Committee found that students were extremely congenial and appreciative of the efforts made to improve the quality of educational opportunities available to them.

Schoolwide Areas of Strength

1. Mandy
2. School Board Support
3. Superintendent's Support
4. SYV Principal Support
5. Outstanding students who are happy about being at RHS and can now see a future for themselves.
6. Strong, Enthusiastic Parent and Community Support.
7. Strong, progressive/counseling approach equates to safe environment.
8. Positive school culture based upon trust between staff and students.
9. Respect and professionalism of students and staff.

10. Open door policy for parental communication and involved community members makes for a positive relationship between all stakeholders.
11. Accessible, qualified and caring staff.
12. Individualized Learning Plans regularly monitored.
13. Strong communication between all stakeholders (staff, students, parents, community).
14. Role modeling and positive human interaction.
15. Field Trips and ROP support.
16. Staff support for college and career readiness.
17. Integrated and cross-curricular lessons that highlight real-world applications with a practical and effective grading system.
18. Shorter grading periods assist with planning strategies for student achievement. Well-developed grading periods and credit sheets provide continuous and immediate student feedback.

Schoolwide Critical Areas for Follow-Up

The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:

1. Improve academic achievement of all students by providing additional professional. Development opportunities to staff that focus on the continuation high school population. (RHS Goals 1 & 2)
2. Improve and expand student post-secondary opportunities. (RHS Goal 4)
3. Improve Parent and Community Involvement. (RHS Goal 3)

In addition, the Visiting Committee has identified the following areas that need to be strengthened:

- Embrace College and Career Readiness and the Anchor Standards.
- Establish a student leadership program to include items such as a community service requirement, yearbook, student activities, etc.
- Provide an instructional leader who can assist teachers in lesson design and delivery, the development of Common Core instructional units, and the use formative assessment to improve instruction.
- Delineation of administrative responsibilities.

Chapter V: Ongoing School Improvement

Summary of the Schoolwide Action Plan

The Visiting Committee's concurs with the action plan developed by the school represents a validation of the general direction of the change agenda being promoted at the school. The school has been asked to revise the schoolwide action plan to a format that is more conducive to monitoring and follow through.

Adequacy of the Schoolwide Action Plan

The action plan needs to identify the timeline for accomplishment of the task, the responsible party, the resources needed, and a structure as to how the action plan will be monitored and assessed. Goals need to be so that there are measurable objectives and attainable tasks leading toward improved student academic success. The visiting committee believes that there is sufficient commitment from the site and district administration as well as most school employees to follow through with the action plan.

Existing Factors that Support School Improvement

RHS staff, parents and students continually demonstrated their commitment to learning. In talking to the district they too, share in this commitment. With assistance from the district, the RHS staff has plans to further develop their skills in interpreting the data in order to adjust curriculum and instruction.

Impediments to School Improvement

The district needs to refine their vision for RHS. Additionally, the leadership structure and responsibilities need clear delineation. The visiting committee believes that if their action plan is effectively implemented, and that all stakeholder are involved in the process, then the students of RHS will meet their learning goals.

Soundness of Follow-Up Process to Monitoring the Accomplishment of the Schoolwide Action Plan

The RHS leadership team is committed to their designed follow up process, which requires input from staff, parents, students and community. The revised action plan will work hand-in-hand with the Single Plan for Student Achievement, requiring School Site Council oversight and approval.

Additionally, protocols need to be implemented that allow all stakeholders to review and analyze school data; make instructional judgments based upon the data; and reinforce and adjust the learning goals. Reporting and monitoring are vital to the school achieving its goals. Based on this information, the visiting committee believes that Refugio High School will make every effort to implement their action plan as outlined.