

Rancho Buena Vista High School

WASC Self-Study 2009-2010

**Chapter II: Student/Community Profile—
Overall Summary from
Analysis of Profile Data**

1. What are the implications of the data with respect to student performance?

Ongoing use of Monday morning staff development is a core strength for staff communication and collaboration at RBV. These sessions are dedicated to improvement in student achievement through shared best practices, curriculum alignment with standards and development of common assessments. Because the diversity at RBV has become more evident, we have realized that a large population of students needs additional support to be successful. Our staff must effectively address the needs of the low student performance within our Latino, special education and socioeconomic disadvantaged populations. RBV has made a concerted effort to develop programs to meet the needs of these students who comprise such a large percentage of our population.

The following programs have been implemented in the last five years to provide an opportunity for all students to succeed: The ALEKS math program is offered six periods a day and with after school sessions available as a drop in lab for math remediation and tutoring. The Linda Mood Bell reading comprehension program was utilized on campus for two years to assist first our special education students and then a select number of students who were identified as reading below grade level. This program proved successful, but could not be sustained given the diminishing budgetary means of the district. A new Reading program – Read 180 – has been put into place this year to assist 120 students in a two-hour intensive block schedule selected by review of multiple measures including a variety of test scores. This program is also being utilized within our special education program in the same format. The English department introduced and infused the AXES paragraph writing process into the curriculum to improve student writing skills. RBV continues to use the Writing Center program to assist students at lunch and after school in writing skill development. In the 2010-2011 school year, we will pilot an intensive math support class that follows the same type of two-hour block format used in our new reading programs.

RBV recognizes that student performance on the CAHSEE must continue to improve. To assist our subgroup populations in making progress on this external exam, we have implemented the use of Study Island with in all of our Essential English, as well as some of our Essential Math classes, and within many of our special education courses. Numerous opportunities for CAHSEE prep opportunities are available for both the special education department and our mainstream students. Our schoolwide focus on improved literacy skills is evident through our implementation of an after school program, running for five weeks each semester and incorporating the Apprenticeship model. For 2010-2011, we will add Strategic Support Literacy classes to support the student who has made progress but still needs additional time for skill development.

Additionally, Literacy Academies have been imbedded into our Saturday School program for the last three years. GEAR UP, a federally funded program for students in the classes of 2010 and 2011, provides numerous support

programs on campus during the school day, after school and on weekends. In 2009-2010, we have initiated a schoolwide implementation of select SIOP strategies, with particular focus on language and content objectives, as well as interactive instruction with a specific emphasis on academic vocabulary.

The numbers of students who enroll in honors classes and those who have completed the courses required for UC/CSU have not been at the levels we would like them to be. RBV has made a determined effort—under difficult budgetary constraints—to maintain six counselors on staff to provide academic services and guidance to our students. With the addition of the *Naviance* counseling program this year, it is expected that student support will rise to a level not achieved in the past. In 2009-2010, counselors are collaborating with the our Honors Coordinator to meet one-on-one with all 10th grade students they see as potential honors students in an effort to more directly communicate our honors offerings and encourage greater participation in these programs. With these efforts, it is our goal to increase the numbers of students placed in the type of rigorous courses expected for college placement and future attendance at even the most selective post- secondary/college institutions.

Student performance on the CSTs and the CELDT tests must be improved. Our principal fully expects that we can surpass the 800 level on our API score. To reach this level, we must identify EL students who need support to move these students to the next level of achievement on both the CELDT and CSTs. Though we lost the ELD Liaison position in 2009, our ELD support teacher is currently released full time to conduct and evaluate the CELDT, to determine proper student placement and to coach teachers across the campus in implementation of the SIOP strategies so that ELD and re-designated students can be better assisted in the classroom. The special education student population is also a group targeted for further support to improve performance. With the leadership of our special education department chair, we are integrating learning activities that emphasize literacy skills into our study skills classes. Student performance on the International Baccalaureate and AP exams must also improve, and we should increase in the diversity and numbers of students taking these challenging exams. In 2009-2010, RBV has implemented a new tutoring opportunity for honors students to help them master the skills required for success in our most rigorous courses. GEAR UP is now partnering in these opportunities to assist students in successfully passing AP/IB courses and to increase scores on external exams using a team of CSUSM college tutors. Discussions in several of our Focus Groups revealed our need to better promote a student culture that desires to be academically challenged.

Improved communication remains a primary focus at RBV. In follow-up discussions with our parent and student groups, it is evident that these stakeholders are eager to improve communication within the school and from the school. RBV realizes that student and parent “connections” are essential for our success. To accomplish this goal we have trained a cadre of teachers in the

Capturing Kids' Hearts model, we have implemented the Link Crew program, and we are diligent in making our school web site an effective and essential informational tool in communicating with our parents and the community. To date, 60% of our teaching staff has established individual web sites to inform students and parents about academic work. Additionally, many among our staff have embraced the district's implementation of the Parent Portal features within our student data system, allowing parents real-time access to attendance and academic performance. Recently, this feature has been expanded to include a Student Portal.

2. Select two to three critical academic needs based on the data, noting the correlated expected school wide student goals.

Improvement of our API scores (to surpass the 800 level), along with raising the passing rate on the California High School Exit Exam, has been an acknowledged concern of the administration, staff and parents of RBV. The achievement in these areas has become a measuring stick for a successful school. Literacy and math continue to be areas that must be addressed for all students, especially for our Latino, English Learners and Special Education students. Additional programs must be implemented to meet the needs of all students. Indeed, the school's *Single Plan for Student Achievement* for 2009-2010 articulate goals and action plans to improve achievement in English and math and to enhance student performance with a specific emphasis on English Learners and special education students.

Reading comprehension has become the cornerstone goal of VUSD. All of the teachers recognize the need to address the comprehension of written material in each of their classes if we are to improve test scores and, more importantly, increase student learning overall. Reading comprehension and literacy programs are a critical need for the students at RBV. The implementation of the Read 180 program, research into the addition of a reading pre- and post-testing system (Gates-McGinnity), the after school Literacy Academy, inclusion of a sustained silent reading segment in English classes, and the implementation of SIOP strategies into the classrooms in 2009 have all enhanced our efforts to improve reading comprehension.

Data analysis is an on-going and ever-improving means to enhance curriculum development and improve student achievement. We recognize the need to develop a system for monitoring student progress, adopting common tools for screening and charting progress within programs, and the need to identify protocols for managing the data and documenting student progress. The use of EduSoft (the district on-line data collecting and reporting system) has made a wide range of student data readily available to all teachers. This access to student data has provided a critical basis for teachers to collaborate on common assessments and debrief about the results of these assessments. This work on site-based common assessments has begun to take root across several

content area departments. Though some departments have already had some very substantive discussions about improved instruction occurring during these debriefs, it is the current goal at RBV that all content area teachers embrace this professional model.

3. List of important questions that have been raised by the analysis of the student performance, demographic, and perception data.

- How can all staff better serve the needs of a diverse student body, which includes raising test scores, providing all students with opportunities for connection and meaningful service within the community?
- How can the RBV administration improve the overall communication among all stakeholders on campus?
- How can the RBV staff increase the relevancy of curriculum in the lives of students?
- How can the RBV administration implement, within the school day, support systems that promote critical thinking, increase literacy and math skills, and foster success for all students?
- What systems can be put into place to provide the support necessary for our subgroups to be successful on external exams such as the CAHSEE, CELDT and CSTs?
- How can the RBV administration ensure that staff continues to be afforded the opportunities for professional development, collaboration and coaching?
- What guidance and support should we provide our department chairs to implement the PLC model so that articulation time within staff is used exclusively to focus on improved student achievement?
- What professional development does the staff need to develop expertise in mining data and in the collaborative analysis of data concerning student achievement?
- What strategies should be implemented schoolwide to engage all students in the pursuit of rigor and academic achievement?
- How do we, as a learning community, engage students to reduce the level of discipline issues on campus?