



**“Join the Tribe!”**

**Ripon High School  
Self-Study Report  
for the  
Western Association of Schools and Colleges**

**301 N. Acacia Avenue**

**Ripon, California**

**Ripon Unified School District**

**March 23-25, 2015**

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## **Preface**

### **Process**

The school self-study process began in the fall of 2013, when WASC Site Coordinator, began the WASC School Self Study series of training. Department chairs were assigned to lead focus groups and staff members chose which focus group they were interested in working. Each focus group was assigned to recruit at least one parent, student, and support staff member to participate in the writing of the report. Focus groups met once a month during our Wednesday collaboration period beginning in November of 2013. Monthly meetings continued into the spring of 2014, meanwhile the site coordinator began working on Chapters I-III of the report. During the last month of the spring 2014 semester, all collaboration periods were dedicated to finishing the initial draft of each focus group section.

When school staff returned for the 2014-2015 school year, half of one staff development day was dedicated to reviewing focus group reports and discussing areas which needed further research. Each group determined areas for growth within their focus area. In September, staff members looked at schoolwide areas for growth and identified the most important areas on which to write action plans. Staff members selected which Action Plan group they wanted to participate in writing. Action plan groups met bi-weekly during October and November and for half of a Staff Development day, until plans were completed. Following the holiday break, the staff made final edits and overviewed the final document for submission.

One of the greatest changes the process of writing the report brought about was the use of Google Documents as a tool. Though all staff members and students have had Google accounts through Ripon High School, many did not use the account and/or were not familiar with its applications and possible classroom uses. The process encouraged staff members to not only use their accounts, but learn how such applications could benefit their classrooms. Many staff members are now utilizing these accounts to enhance their instruction.

**Ripon Unified School District**

304 N. Acacia Avenue

Ripon CA 95366

(209) 599-2131

<http://riponusd.schoolinsites.com/>

**Board of Education**

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President

Mr. Mike Fisher

Vice President

Mrs. Christina Orlando

Clerk

Dr. Kit Oase

Board Member

Mr. Chad Huskey

Board Member

**District Administration**

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Clarice Luis, Chief Business Officer

Lisa Cheney, Director of Student Services

Kathy Coleman, Director of Curriculum and Categorical Programs

Michelle Ryan, Human Resource Manager

Ed Tagliabue, Maintenance, Operations, and Transportation Supervisor

**Ripon High School Administration**

Lance Morrow, Principal

Keith Rangel, Vice Principal

**Ripon High School Certificated Staff**

(Department Chairpersons are in bold.)

## Ripon High School WASC/CDE Self-Study Report

### **English**

Patrick Briggs  
Cameron Burton  
Mary Eyer  
Paul Lemieux  
Nichole Meyer  
Chris Musseman  
**Alisha Vasche**  
**Jenna Valponi**

### **Math**

**Charles Carley**  
**Peter Flanders**  
Peter Miedzinski  
Gurmukh, Singh  
Miguel Vigil  
Rod Wright

### **Science**

**Daniel Gilman**  
Kevin Kirschman  
Debbie Leedy  
Michael Ruhland

### **Social Studies**

Cameron Burton  
Paul Calkins  
**Robert Mayfield**  
Fidel Perez

### **Agriculture**

**Sherry Johns**  
Celeste Morino  
Ryan Patterson

### **Physical Education/ Health**

Chris Johnson (Athletic Director)  
Stephen Rice  
Erin Stuart

### **Spanish**

Jill McPherson  
Paul Lemieux  
Raquel Ramirez  
Jorge Velasco

### **Business**

Sean Derrick  
Patrick Briggs  
Rod Wright

### **Visual/Performing Arts**

Denise Hartley  
Adam Serpa

### **Family/Consumer Science**

Diane Wilkerson

### **Junior Reserve Officer Training Corps (JROTC)**

**Patrick Dunn** (Electives Department Chair)  
Everett Perry

### **Special Education**

Adrienne Beltrami  
Jamie DeBruyn  
Donna Dinsdale

### **Independent Study**

Jill Mortensen (Activities Director)

### **RHS Support Staff**

**Ripon High School WASC/CDE Self-Study Report**

**Clerical Staff**

Karen Capel  
Mary Crescini  
Mary Machado  
Janeese Nobles

**Custodial Staff**

Jeff Hessler  
Loren Johnson  
Robert Martin  
Mike Mayfield

**Campus Supervisors**

Mark Dobbins  
Letticia Gammage

**School Nurse**

Gina Viera

**Librarian**

Roxanna Buck

**Campus Resource Officer**

Leroy Sanchez

**Counselors**

Dawn Goudeau  
Mike Morezone

**Paraprofessionals**

Carolyn Bates  
Renee Gonzales  
Gyda Kelly  
Raquel Munoz

**EL Liaison**

Eva Stum

**Psychologist**

Victor Ramirez

**RHS WASC Self-Study Groups**

Focus Group Leaders in Bold

Classified Staff \*

RHS Parent/Guardian \*\*

RHS Student \*\*\*

**Group A: Vision and Purpose**

Cameron Burton

**Chuck Carley**

Paul Calkins

Mark Dobbins \*

Sarah Hall\*\*\*

Chris Johnson

Wesley Mohler \*\*\*

Raquel Munoz\*

Amy Nelson\*\*

Janeese Nobles\*

Butch Perry

Nick Price \*\*\*

Michael Ruhland

Erin Stuart

Miguel Vigil

Monica Willey\*\*

**Group B: Curriculum**

Carolyn Bates \*

Robert Adam Briggs \*\*\*

Mary Cresini\*

Donna Dinsdale

**Daniel Gilman**

Dawn Goudeau

Janeen Eisenhauer\*\*

Jill McPherson

Nichole Meyer

Pete Miedzinski

Chris Musseman

Ryan Patterson

Stephen Rice

Nick Sharp\*\*\*

Eva Stum\*

**Group C: Instruction**

Adrienne Beltrami  
Karen Capel \*  
Mary Eyer  
Barbara Gill\*\*  
Debbie Leedy  
Paul Lemieux  
Mike Mayfield  
**Robert Mayfield**  
Celeste Morino  
Louis Picone\*\*  
Joe Regalo \*\*  
Barbara Rivera \*  
Adam Serpa  
Gagandip Singh \*\*\*  
Amandip Singh\*\*\*  
Danielle Wesley\*\*  
Shannon Wesley \*\*\*  
Erin Wever\*\*\*  
Rod Wright

**Group D: Assessment**

Jamie Debruyn  
**Patrick Dunn**  
Nathaniel Gagnon\*\*\*  
Rena Gonzalez\*  
Stephanie Hall\*\*  
Denise Hartley  
Kevin Kirschman  
Mary Machado\*  
Leroy Sanchez\*  
Gurmukh Singh  
**Alisha Vasche**  
Jorge Velasco  
Diane Wilkerson

**Group E: Culture and Support**

Patrick Briggs  
Roxanna Buck\*  
Jacalyn Davis\*\*  
Sean Derrick  
Peter Flanders  
**Sherry Johns**  
Gyda Kelly\*  
Jill Mortensen  
Mike Morenzone  
Fidel Perez  
Raquel Ramirez





# Chapter I

## Student/Community Profile

## **Chapter I: Student/Community Profile and Supporting Data and Findings**

### **Demographic Data**

#### **Community**

The City of Ripon is home to over 17,300 residents, and is located 70 miles south of Sacramento and approximately 90 miles east of San Francisco. It is the most southeasterly town in the agriculturally rich San Joaquin County. The region is semi-rural and increasing in population. The community is primarily residential and farming, and it prides itself on its small town atmosphere.

Ripon has grown over the last 14 years with a 45% increase in population size. What once was a small farming community, is comprised of local and national businesses as well as large agrarian areas. The median household income exceeds the California state average of \$61,400, with a median of \$71,823. 71% of residents own their home within this small, low-crime community. 70.7% of the population is White, non-Hispanic, with the remaining population primarily Hispanic (20.7%). 88.1% of the population has a high school diploma or higher, 29.9% has a bachelor's degree or higher, and 9.8% has a graduate or professional degree.

RHS is fortunate to be a part of a community that recognizes and supports the achievements of our students and staff and plays such an active role in the education of its students. Our school is supported through partnerships with the Ripon Quarterback Club, Sober Grad Inc. and the Ripon Community Athletic Foundation (RCAF). Through grants, donations, and community fundraisers, such as the annual Rina's Run, RCAF has provided the Ripon High School Stadium with \$1.8 million in improvements since 2007. Staff, students, and community members have helped in building the new stadium with their own hands. In 2013, RHS parents and staff members established a Booster Club, which has provided over \$55,000 in equipment, materials, field trips, and sponsorships for teachers, students, and school groups. Our school has an active JROTC Parent Support Group, Agriculture Advisory Committee, Career Technical Education oversight committee and School Site Council.

RHS has fostered relationships with many local businesses and organizations. These businesses include close to 100 local small businesses and national businesses. Ripon High also enjoys the support of the City of Ripon, local specialists, visual artists and sports photographers. During our fall homecoming parade, elementary schools are released early so that students can join the community in sitting along the parade route. During the recent economic downturn, and one of our Agriculture teacher's position was cut, local farmers came together and donated enough money to pay the teacher's salary and keep him on staff. This wide range of local supporters, reflects how deeply the community is involved and invested in student achievement.

Ripon parents and community provide valuable leadership by serving on our School Site Council. The council assists in establishing school-wide goals, examining student results, and allocating resources. Parents and community members also serve on our Facilities Master Plan Committee, and on many District committees including the Measure G Oversight Committee. Our school board consists of current and former Ripon High parents, a retired educator, a former city planner, and one student representative.

### WASC Accreditation History

In 2009, RHS underwent a full WASC review earning a 6-year accreditation, with a mid-cycle visit. This was well received after the struggles of our visit in 2003, where the WASC visiting committee made an unprecedented move in calling for an emergency meeting with the governing Board of Trustees. Having many changes in administration, there was a high level of confusion and frustration regarding the roles of school and district leadership.

RHS re-focused, re-tooled, and grew immensely from this difficult learning experience. By our 2006 visit, we had resolved a majority of issues that arose in the previous visit. With our current principal, Lance Morrow, as the new principal during the 2009 visit, the staff responded positively, acting as a team unit with a spirit of collaboration, responsibility and professionalism. These efforts paid off, as the school earned a 6-year accreditation with a mid-cycle visit.

### School



Ripon High School opened in 1910 on the second story of the [Odd Fellows Hall](#) above McKee and Reynolds store; a location that still houses businesses today. Until the 2012-2013 school year the school was the only public high school in the city of Ripon and within Ripon Unified School District. Our mission is to support the success of every student; Administration, teachers, and staff are in constant pursuit of finding the best ways to provide for all of our students.

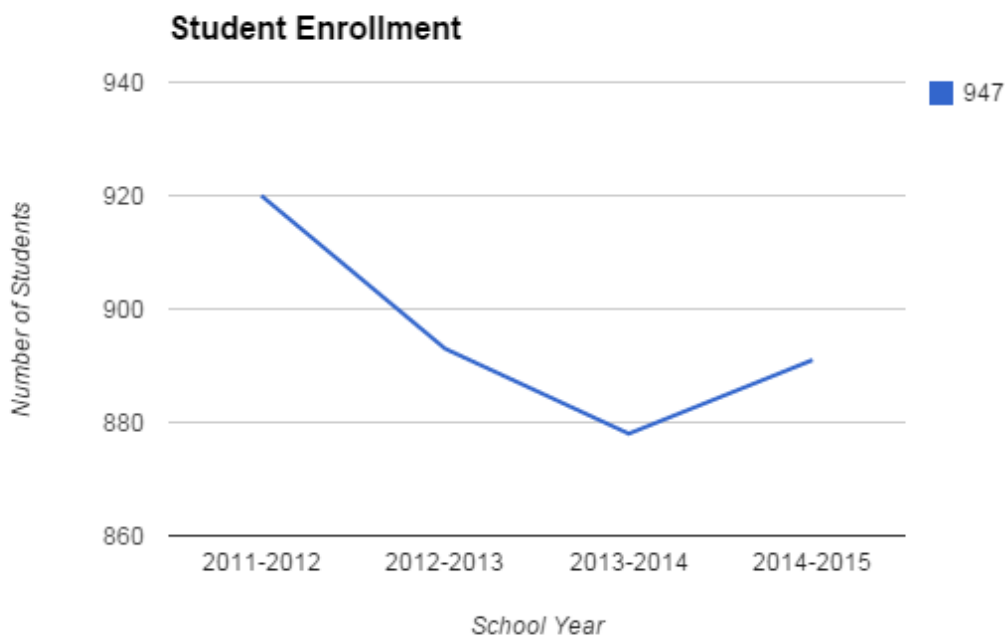
RHS has high expectations of students and staff alike. Ripon High School's curricular emphasis has both a solid foundation in the depth and breadth of both the California State Standards and the Common Core State Standards, while maintaining particular attention to the various learning styles and needs represented by all students. Student Learner Outcomes are a driving force in curricular development and teaching methodology. The Student Learner Outcomes are intended to challenge students to become:

- **Academic Achievers** who:
  - Demonstrate proficiency in reading, writing, and mathematics
  - Demonstrate use of available resources for problem solving
  - Demonstrate individual proficiency in content areas
  - Demonstrate use of current technologies
  - Develop and pursue goals
- **Community Contributors**:
  - Understand the rights and responsibilities of citizenship
  - Respect individual differences
  - Participate in community service
- **Effective Communicators**:
  - Successfully exchange and interpret ideas through oral and written language
  - Work well as team members

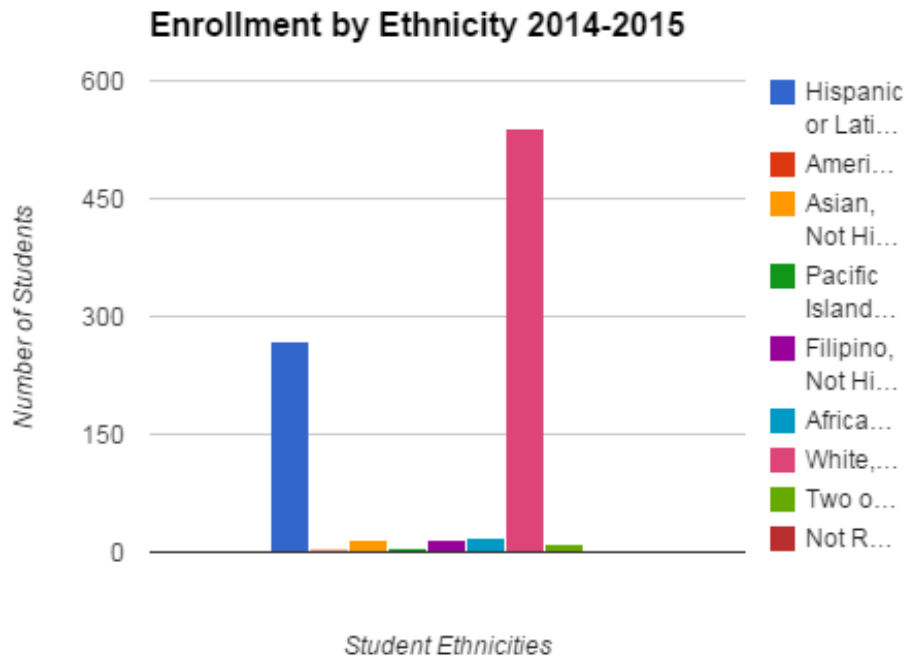
**School Vision:** Ripon High School is a safe, supportive school that focuses on strong academics. Respect, accountability, and integrity are the core elements in encouraging and preparing our students for productive lives. We have high expectations and provide a wide range of activities that our students enjoy. Our students communicate effectively making full use of technological resources and strive to achieve their highest potential.

**Enrollment**

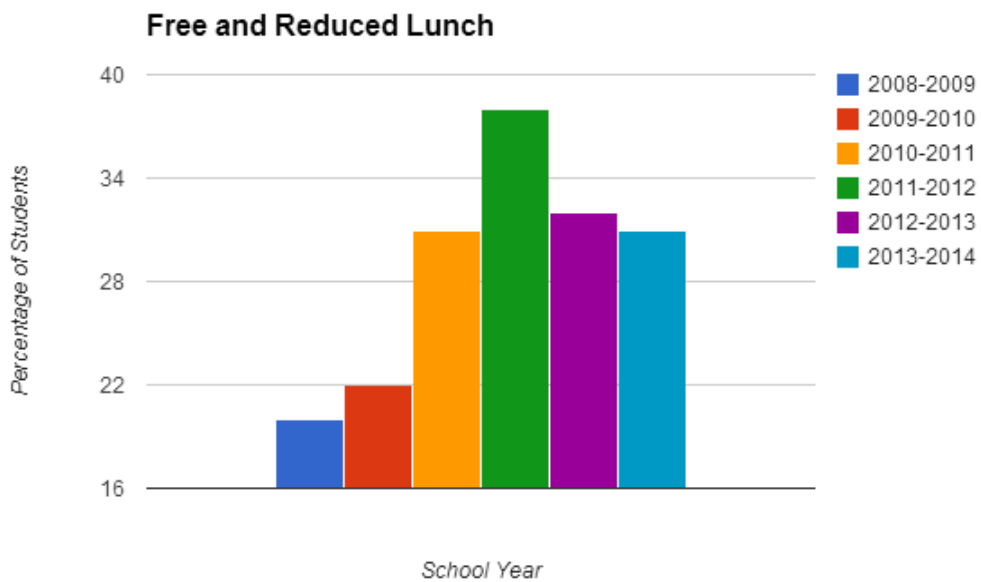
There are currently 887 students enrolled at RHS; 15 of those students participate in our Independent Study Program. Enrollment decreased during the recession as many were forced to move out of Ripon, due to the city’s high cost of living. Harvest High School, a continuation school, opened for the 2013-2014 school year in Ripon Unified. 19 of our former students attend there. Other factors attributed to the decline in enrollment include the opening of a charter school in Ripon and the opening of a new high school in Modesto about 5 miles away.



Though the student population has remained predominantly white, its demographics have changed, reflecting a wider range of socio-economic, educational and cultural backgrounds. Based on enrollment data for the Free and Reduced Lunch Program, the most significant student population change has been the increase in socio-economically disadvantaged students since 2008.



See the chart below shows our SES numbers.



### English Learners

Ripon High School currently services 77 English Learners. 73 of these students' first language is Spanish, 3 speak Punjabi, and 1 speaks Portuguese. In addition, RHS services 88 students who have been reclassified as Fluent-English-Proficient. An average of 1% of English Learners is reclassified as Fluent-English Proficient each year. RUSD created the position of district English Learner Coordinator who oversees the instruction and services of EL students across the district. Ripon High School also has 1 full-time paraprofessional and 1 part-time paraprofessional who regularly meet with and assist both EL and FEP students in and outside of the classroom. Students who are identified as a CELDT level 1, 2, or 3 receive additional assistance through English Language Development (ELD) class. The majority of our English Learners are considered Early Advanced or Advanced in English. Since 2008, there has been a notable increase in English Learners enrolled at Ripon High School. Below is a table that shows the number of students who qualified for and participated in the CELDT by year:

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
54	56	79	79	73

One major change and improvement made to our ELD program is the adoption of the Read 180 Curriculum. This new development has created a more consistent learning environment for our ELD students than in previous years when there was no set curriculum. The program also allows the teacher to better meet students' individual needs and work with small groups.

### Special Education

Ripon High School services 77 Special Education students. The table below shows RHS Special Education Enrollment over the past four years:

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
78	73	62	72	77

There are 3 Special Education teachers who act as case managers and teachers for students who qualify for services. We will be hiring a 4th Special Education teacher for the 2015-2016 school year. There are 3 full-time paraprofessionals and one part-time paraprofessional who assist students within the special education and mainstream classrooms. Special Education teachers each advise Academic Support classes in which special education students receive additional help and instruction from teachers and paraprofessionals to support their mainstream courses. RHS offers courses in English, Reading, Math, Science, History, and Government for students who are not ready to take mainstream courses in these subjects. In addition, students take life skills courses in which they are taught career and social skills.

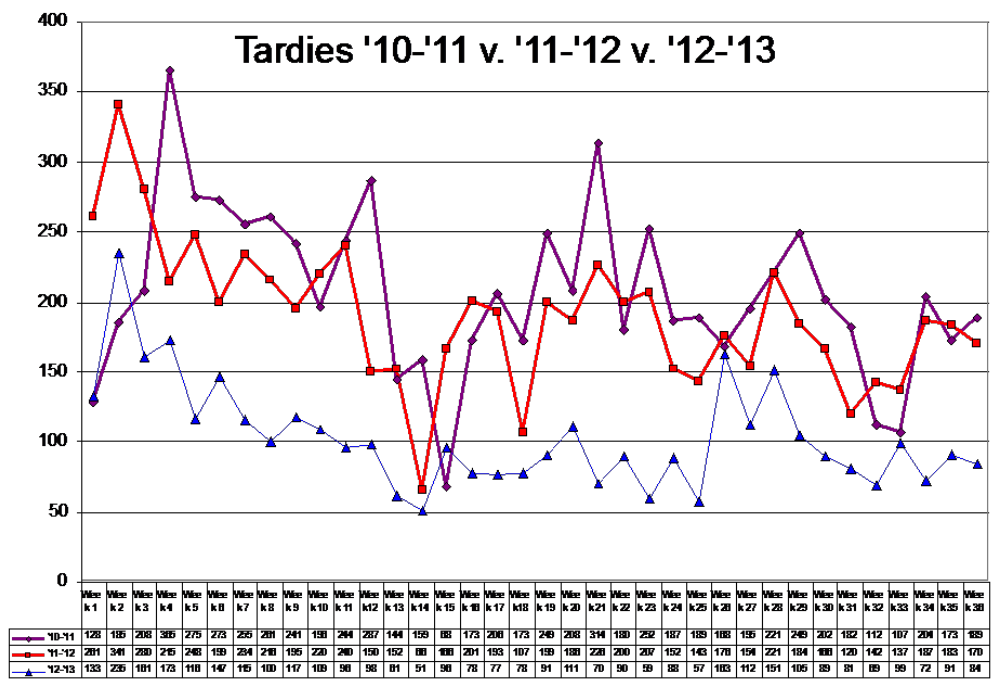
### Attendance

Ripon High School emphasizes the importance of student attendance. We pride ourselves on consistently having a 96% attendance rate. However, an excessive number of student tardies during the 2010-2011 and 2011-2012 school years, prompted the staff and administration to address this problem and discuss ways to improve student attendance. Together, the staff looked at specific weeks, class periods, bell schedules, and policies to determine a possible cause of the problem and how to fix it. The staff decided that students had far too many



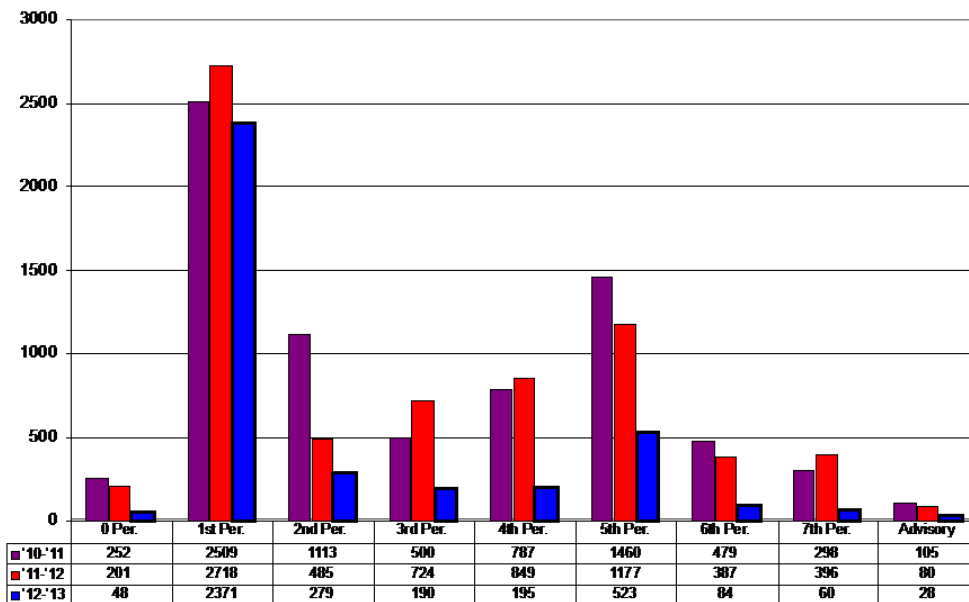
opportunities to be tardy before disciplinary action took place. Previously, students could be tardy to each class three times per semester before disciplinary action took place and 6 times per class before receiving a referral to the Vice Principal. This meant that students could have 14 tardies before ever earning a detention and 42 tardies before being addressed by administration. Teachers were responsible for recording student tardies and assigning consequences, which became difficult to track and provide consistent discipline.

In the 2012-2013 school year, a new tardy policy was implemented. Under the new policy, students earn a detention on their 3rd tardy total for the semester, not per class. On their 7th tardy for the semester, students receive a referral to the Vice Principal. The new policy also requires students who are tardy to check-in at the attendance office using their student identification card and the PlascoTrak system, a computerized program that records student information and infractions. Disciplinary action is automatically assigned by the system once students have reached a total of 3 or more tardies total, relieving teachers of the responsibility of looking up student tardy records and writing detentions or referrals. The campus supervisors and administrators encourage students to get to class on time as they are visible during each passing period and break. Within the first year of implementation, the number of tardies were almost divided in half. Below is the data staff collaborated over at the beginning of the 2013-2014 school year, to determine if the new policy proved to be effective. For a larger view, click the following: [Tardies By Week](#), [Tardies By Period](#), [Total Tardies](#).

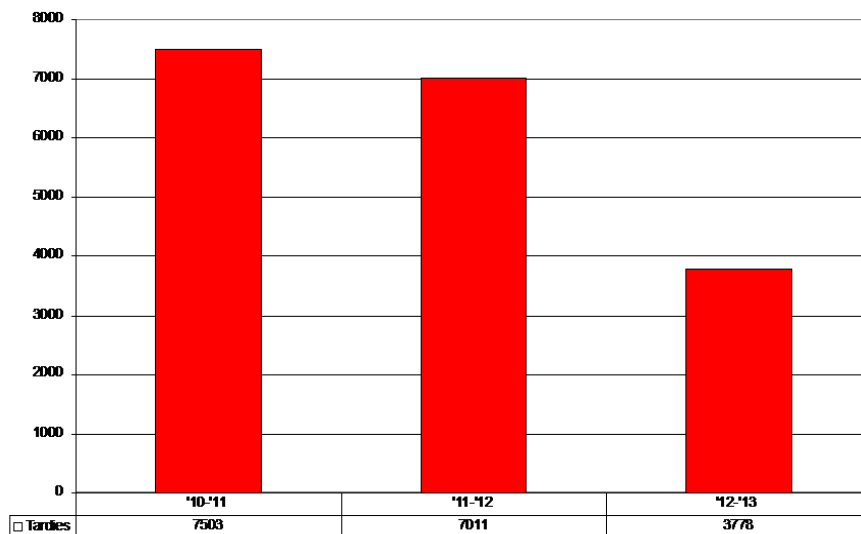




### Tardies by Period



### Total Tardies

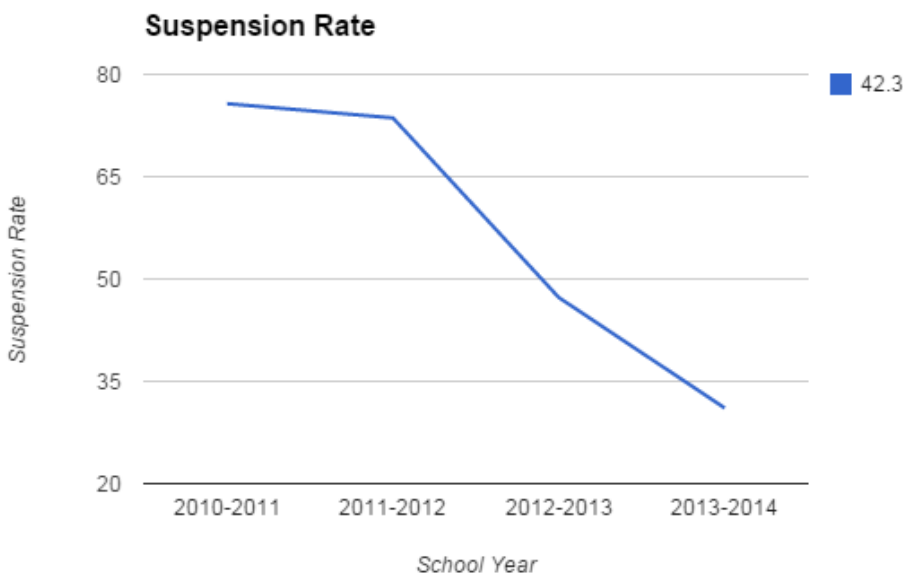
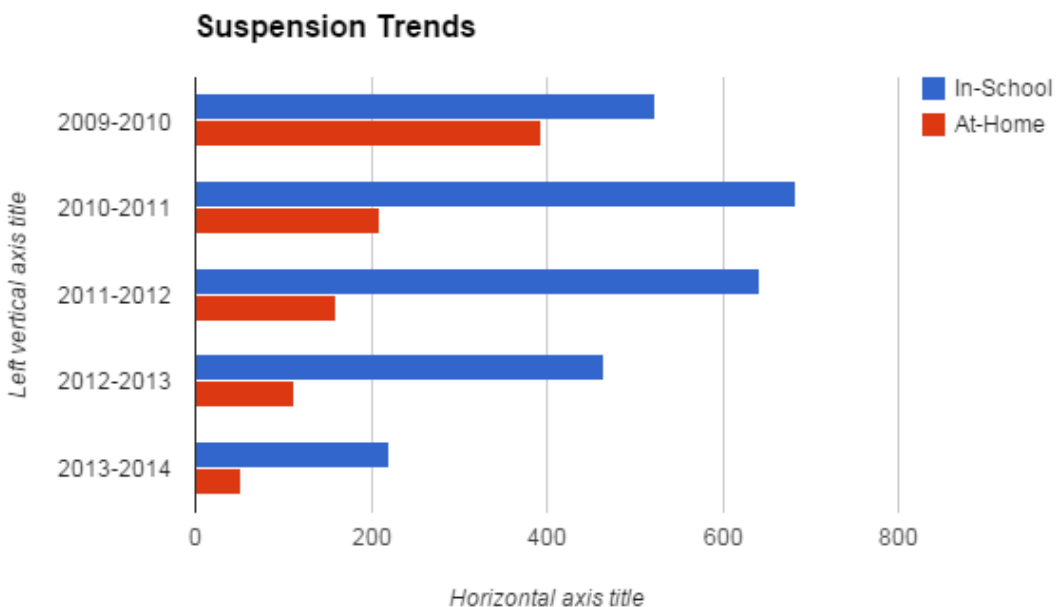


### Suspension and Expulsion Data

Vice Principal, Keith Rangel works with students, parents, counselors, the school psychologist, the campus supervisors, and the school resource police officer (SRO) to manage student behavior problems positively and keep students in school. Mr. Rangel and school Psychologist, Victor Ramirez are currently working on developing a disciplinary program founded on principles of [Positive Behavior Interventions and Supports](#) (PBIS). PBIS is a

system that teaches students behavioral expectations and reinforces positive behaviors as opposed to telling them what not to do and focusing on punishment. Mr. Ramirez and Mr. Rangel are currently working on ways to connect PBIS with the SLO's and publicly acknowledging students for demonstrating our SLO's.

In 2008, the school board approved the implementation of in-school suspension on campus once per week under the supervision of a certificated teacher and the vice principal. The goal of In-School Suspension (ISS) is to keep students on campus because we believe this is the best place for them. Students are expected to get their schoolwork in advance from teachers, so that they may complete work while in ISS and not get behind in their classes.



For a breakdown of Out-of-School suspensions by offense for the past four years see the following: [Out-of-School Suspensions by Offense](#). Over the past four years, an average of 95% of In-School Suspensions have been due to defiance, with the majority of these being attributed to unserved detentions. Defiance also includes repeated behavior problems and non-violent offenses. The following tables show the breakdown of in and out-of-school suspensions by ethnicity for the past 3 school years (CA Department of Education). Over the past 3 years, the gap that existed between the number of White and Latino students being suspended has improved, particularly with In-school suspensions. While there are many factors that attribute to this change, much of this can be credited to Mr. Rangel’s positive rapport with our Latino population and community.

**In-School Suspensions by Ethnicity**

School Year	White (not hispanic)	Latino	American Indian	African American	Pacific Islander	Asian	Two or More Races
2011-2012	164	250	*	*	*	*	0
2012-2013	234	308	*	14	*	*	14
2013-2014	108	103	0	*	0	0	

\*Asterisks indicate that fewer than 10 students were suspended (CA Department of Education).

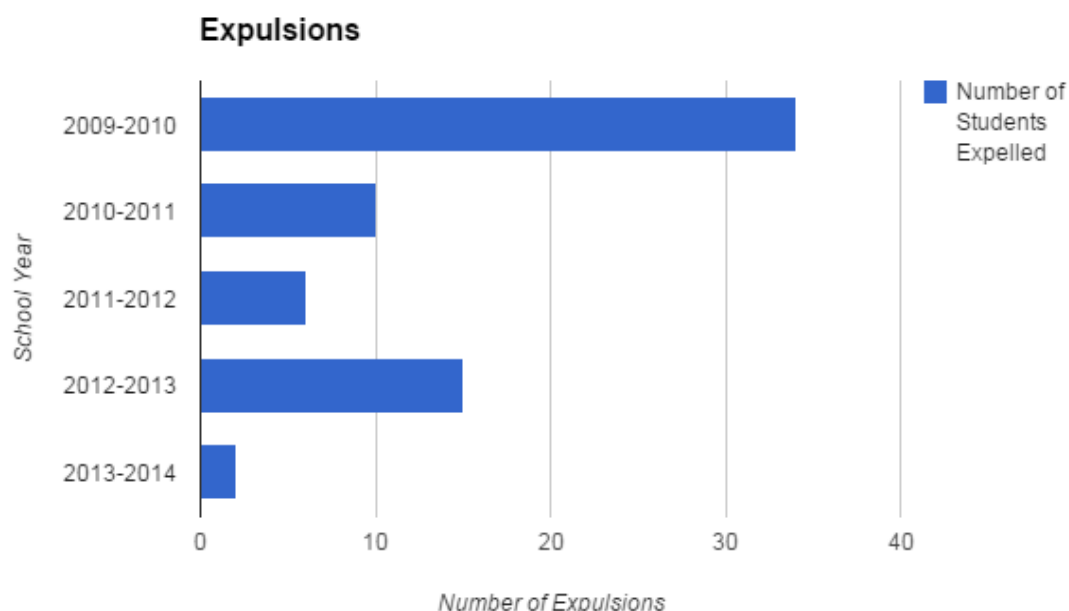
**Out-of-School Suspensions by Ethnicity**

School Year	White (not hispanic)	Latino	American Indian	African American	Pacific Islander	Asian	Two or More Races
2011-2012	38	46	0	*		0	*
2012-2013	36	39	0	*	0	0	*
2013-2014	18	25	0	0	0	0	*

\*Asterisks indicate that fewer than 10 students were suspended (CA Department of Education).

## Expulsions

Click on the following link to view [Expulsions by Offense](#) (CA Department of Education) . There has been a great difference in discipline at RHS since Keith Rangel took over as Vice Principal. Prior to Mr. Rangel becoming VP mid-way through the 2010-2011 school year, there were 4 different Vice Principal's within an 8 year period. As an RHS graduate, teacher, and coach, Rangel took over the position with pride. In addition to providing consistency, Rangel has developed a strong rapport with the community, students, and staff members, which has changed the way discipline is approached. Rangel emphasizes the importance of relationships in handling disciplinary issues and promoting positive behaviors. While some factors such as the use of the PlascoTrak system, in-school suspension, and the opening of the continuation school attribute to the decrease in suspensions and expulsions, Rangel is arguably the greatest agent of change in our disciplinary system.



## Safety

The current Ripon High School facility was originally built in 1910 for 350 students. Ripon High School is a traditional educational facility serving students in grades nine through twelve with 47 classrooms, two gymnasiums, a multipurpose room/cafeteria, library, staff lounge, and two computer labs. Although well-maintained, in 2002 Ripon High School was in need of significant repair and rehabilitation. The campus has completed its last phase of modernization. Measure J, passed by voters, provided \$6 million dollars to fund this major project. Measure J funded remodeling and modernization of the following facilities: science building, agriculture shop, north gym, office, library, student store, music building, and the Abeyta-Horten Gym. Recent facilities improvements have created better learning opportunities for students. Science labs, Agriculture classrooms and facilities, the main gym, and locker

rooms have been completely modernized. A weight training facility was added to the new gym complex. Classrooms and offices in the B building and the library are remodeled and upgraded. The music building and the secondary gym were remodeled and upgraded as well.

Three full-time custodians, and one part-time, ensure the school facilities are cleaned on a daily basis. The district governing board has adopted cleaning standards for all district schools. District maintenance staff work to ensure that the school's facilities are safe, and are maintained in good working order. Emergency repairs are given the highest priority. All of Ripon High facilities are in good repair and provide a suitable learning environment.

Student safety is our highest priority. Fire and disaster drills are conducted on a regular basis; lockdown drills are held once a semester. Ripon High School has a Safety Plan that outlines all aspects of school safety including lockdown and fire procedures, visitor policy, and crisis roles and responsibilities. The Safety Committee and staff members review the School Safety Plan and emergency procedures at least once a year. The School Safety Plan is continually reviewed and updated.

Students are supervised by adults throughout the entire school day. When not in the classroom with their teachers, students are supervised by teachers, administrators, and 2 campus security officers. There is a designated area for student drop off and pick up before and after school. Any visitors to the school must register at the school office and wear a badge prominently while on school grounds. Permission is necessary ahead of time in order to enter a classroom. Only authorized persons with proper identification may pick up a student from school. One area of concern is how open the school is to the community. While the expectation is that visitors will check-in at the office, the school has many locations where the school can easily be entered. On our [Parent Survey](#), when asked "How safe are the facilities at this school?" 41.8% responded "Moderately safe"; 37.8% answered "Very Safe"; and 9.2% said "Extremely Safe". RHS wants parents to feel that their students are extremely safe on campus and providing less accessibility into the campus would likely improve parent perceptions of school safety.

Students may download the RHS Application on their smart phones. The app. contains the Student Handbook, which outlines attendance requirements, discipline policies, general policies, and student services. School rules were developed by a committee of parents, teachers, and students. They are reviewed and revised each year. A school-wide assembly is also conducted on the first day of school, in which teachers perform humorous skits reviewing the school rules that are most commonly violated. The vice principal works hard to ensure that expectations are clear for students and staff and that these expectations are strictly adhered to.

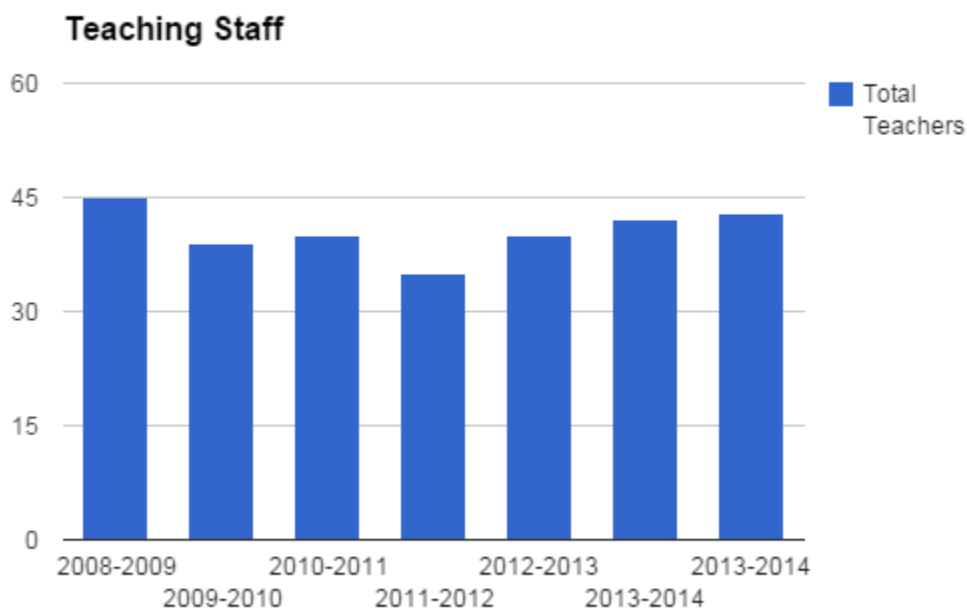
The Ripon Police Department (RPD) is extremely helpful with patrolling around the campus, and where problems may occur. RHS also has a full time School Resource Officer (SRO) provided in part by the district with the remaining covered by the RPD. The SRO is very involved with the students and teaches 2 periods of Law Enforcement, which builds good rapport between the police and students. In addition to drug, alcohol, and gang awareness training, the Ripon Police Department has provided the staff with active shooter training. Ripon High School has also been the site of active shooter training for the San Joaquin County Sheriff's Office.

Ripon Unified School District has adopted a new school safety plan developed by California Safe Schools. All staff members have been given a "redbook" to hang in each classroom and building which specifically outlines all emergency response procedures and guidelines for

various situations that may occur.

### School Staff

Ripon High School currently has 42 fully-credentialed teachers and 1 teacher working as a Special Education Intern. 4 teachers are participating in the county Beginning Teacher Support and Assessment (BTSA) Induction Program. No teachers are teaching outside of their area of competence. Budget cuts reduced the number of full-time teaching positions between 2009 and 2012; RHS has not yet returned to its original number of teachers prior to budget cuts.



The average number of years teaching experience by Ripon High staff is 16.5 years. Budget cuts in the spring of 2009 eliminated 6 teaching positions; however, with recent improvements in the state budget, we are almost back up to the number of teachers we had in the 2008-2009 school year. There are four teachers new to Ripon High School this year and four second year teachers currently on staff.

The Ripon High Staff has 26 male and 16 female teachers. 20 teachers have a Master’s Degree. The ethnicity of our teachers is: 4 Latino, 1 African American, 1 Asian Indian, and 1 Native American. The remaining faculty are white. 7 members of our full-time staff are proudly Ripon High School graduates. 31 teachers advise or coach 1 or more clubs or sports.

Though our support staff has also been affected by budget cuts, our clerical staff and counselors in particular, everyone has taken on extra duties in order to ensure that the school continues to operate effectively. Prior to the 2009 school year, there were 3 counselors. With just over four-hundred students on each counselor’s caseload, counselors are limited in the services they can provide and the relationships they are able to develop. On the [Parent Survey](#), one parent stated, “RHS is in desperate need for an additional counselor. Whether that means hiring a counselor specifically or hiring an additional administrator to allow

## Ripon High School WASC/CDE Self-Study Report

current staff to go back to their job descriptions.” In order to address the shortage of counselors, RHS has utilized Naviance, an online program which allows students to begin planning for college and/or careers. Students are able to keep track of their past grades, testing data, and courses needed in order to graduate and move on to the career path of their choosing. The following is a table showing the support staff numbers over the past 6 years:

School Year	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Academic Counselors	2	2	2	2	2	2
Counselor (Behavioral)	0	0	0	0	0	0
Clerical Staff	5	4	3	3	3	3
Librarian	0	0	0	0	0	0
Library Paraprofessional	1	1	1	1	1	1
Psychologist	0.33	0.33	0.5	0.25	0.25	0.8
Social Worker	0	0	0.33	0	0	0
Nurse	0.25	0.25	0.25	0.83	0.83	0.83
Speech/Language/Hearing Specialist	0.46	0.46	0.46	0.25	0.25	0.1
Special Education Paraprofessional	4	5	4	3.5	3.5	3
Bilingual Paraprofessionals	1	1	1	2	2	2
Campus Supervisor	1	1	1	1	1	2
Custodial Staff	3	3	3	3	3	3

Staffing is an area in which parents appear to disagree; on the [Parent Survey](#), 33.3% of parents responded “Disagree” and 31% of parents responded “Agree” to the statement, “RHS has enough staff to support the needs of all students. Though everyone on the staff has taken on extra roles and responsibilities to make up for the positions lost, the school clearly runs more efficiently and is able to better provide for students when there are more positions available. As the budget improves, RHS looks forward to welcoming more staff and being able to offer students more services and assistance.

**Staff Development**

Due to budget cuts, many staff development days were eliminated to ensure that as many instructional days as possible were preserved. In 2008, RUSD teachers were contracted to work 188 days, with 5 of those days being staff development days. At the peak of the budget crisis, the school year was reduced to 175 days, with two staff development days. Due to improvements in the budget, there are 184 contracted days with 177 instructional days, allowing teachers to participate in more professional development.

School Year	Instructional Days	Staff Work Year
2008-2009	183	188
2009-2010	175	177
2010-2011	175	177
2011-2012	175	177
2012-2013	175	177
2013-2014	177	183
2014-2015	177	184

Ripon High School has partnered with the Great Valley Writing Project (GVWP), a local chapter of the National Writing Project, to prepare teachers to instruct students in reading, writing, listening, and speaking in all subject areas. GVWP has trained staff members on 8 occasions over the past 2 school years. During the summer of 2013, GVWP hosted the Content Area Open Institute for San Joaquin County teachers at Ripon High School. 5 teachers and 2 classroom aides participated in this program. GVWP has also been hosting their summer Writing and Technology Lab for kindergarten through 12th grade students in the county. This serves as a demonstration lab for teachers to participate and observe lessons. Ripon teachers may register for free and earn units with CSU, Stanislaus for their participation in the program. The Home Economics, Art, and an English teacher participated in GVWP’s 6 week course on using Google Applications in the classroom. Teaching staff have also attended GVWP’s Super Saturday Seminars and English Learner Symposium.

All members of the English department have attended training in the Common Core State Standards (CCSS). Members of the English department have been trained in California State University’s Expository Reading and Writing Curriculum (ERWC). One member of the English department works as a trainer for the ERWC program and trains teachers within the county on this curriculum. Two members of the English department are teacher consultants for the Great Valley Writing Project and instruct teachers at area schools in writing instruction. A teacher from the English Department serves on a team for Common Sense Media and the



California Writing Project called Graphite, which works to instruct students in the smart use of media. This teacher has presented at the California Association of Teachers of English (CATE) state conference and has also worked for two years with the University of California, Merced's Improving Student Analytical Writing (ISAW) Program, studying ways to improve the instruction of writing and continues to work with ISAW at the state level. A teacher from the history department also participated in the ISAW program at UC Merced for one year and attended a workshop sponsored by the UC Davis History Project focusing on using the Library of Congress as an aide for Common Core.

Teachers from history, math, and science recently attended the AP summer institute and seminars. Science teachers have participated in training for the Next Generation Science Standards (NGSS) and Simulations and Modeling in Math and Science (SIMMS). During staff development days, a trainer from the county office works with the math department on the CCSS for math. 3 members of the math department attended in the California Math Council North Conference, "Discovering the Beauty in Mathematics" in Assilomar.

The Home Economics teacher has attended a Culinary Arts Skills workshop and Unwrapping the CTE Standards Workshop put on by the Home Economics Careers and Technology Education Professional Development Project (HECT). She will also attend a HECT Common Core workshop in 2015. Agriculture teachers have attended the California Agriculture Teachers' Association (CATA) Roadshow and regional meetings. In January 2015, the World Languages department will go to a conference put on by the Bureau of Education and Research called, "Making Best Use of Technology in the World Language Classroom". Each year administrators, support staff, and the activities director attend the California Association Directors of Activities (CADA) convention. Our activities director currently serves on a regional council for CADA and will be speaking at the state convention this spring.

3 teachers and both administrators participated in instructional rounds at RHS and Escalon High School. Teachers and administrators from both schools spent two days at each school throughout the school year observing classes and debriefing about their observations to inform instruction.

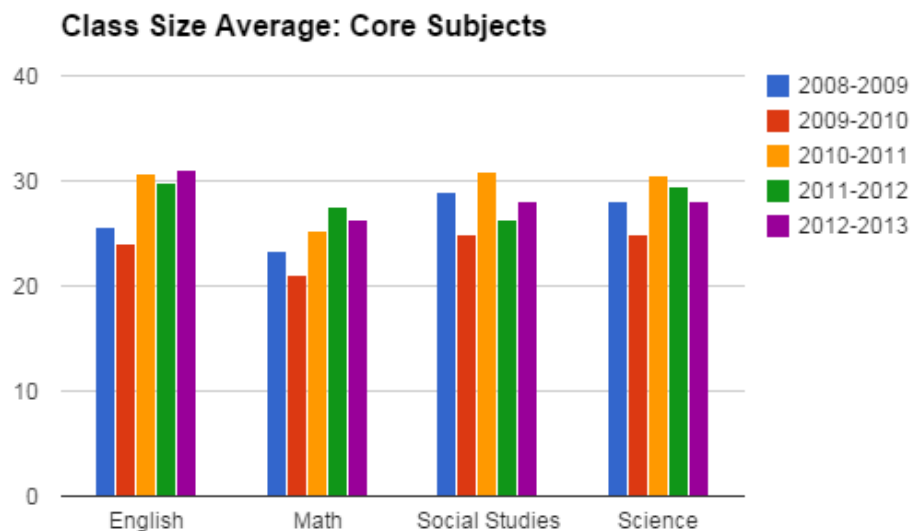
### **School Instructional Program**

Ripon High School's comprehensive educational program is based upon the California Common Core Standards that are approved by the State Board of Education. These standards establish what students should know and be able to do by subject and grade level. Ripon High School has implemented Explicit Direct Instruction (EDI), a teaching strategy that transforms state standards into learning objectives. Through various EDI strategies, teachers are able to evaluate if students understand the standards, and if they are able to meet the objectives of every lesson. Ripon High offers instruction geared to students' specific needs and learning abilities. The focus of every staff member at Ripon High is that our students are succeeding in learning. The first line of defense is differentiated instruction in the classroom. RHS teachers are encouraged to adapt teaching methods according to ongoing evaluation of students' needs and understanding.

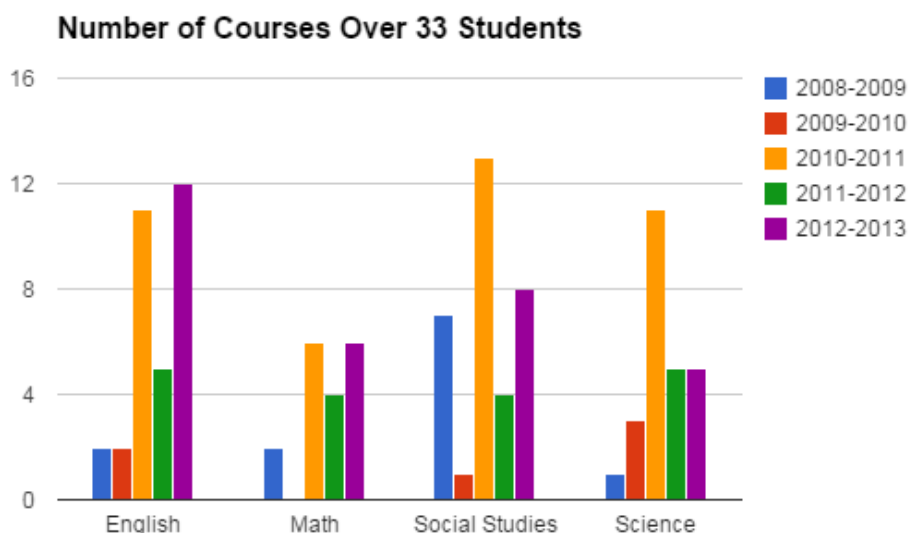
RHS has a variety of programs available at the school and throughout the district for further support. The following are examples of special programs available to the wide range of students of Ripon High:

- Advanced Placement (AP) courses
- English Language Development (ELD) for English Learners
- Special Education: Resource Specialist Program
- Special Education: Special Day Class
- Speech and Language Therapy

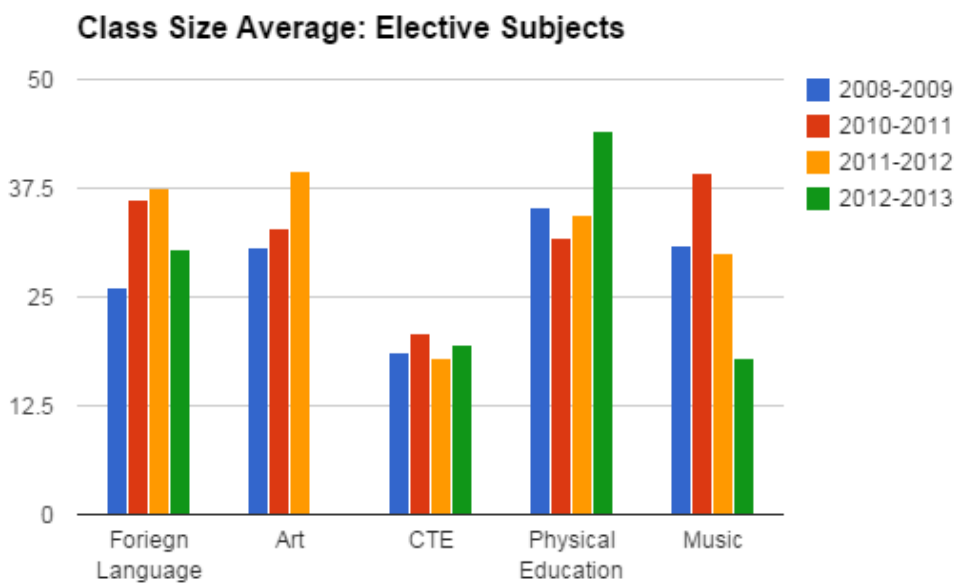
The charts below indicate class size averages, which increased due to budget cuts. During this period, administration focused on keeping class size averages in core courses (English, Math, Social Studies, and Science) as low as possible. The chart below shows the class size averages for the core subjects.



Below shows the number of classes within these core subjects that contained more than 33 students:



For class size averages in elective courses, see below. Data for the 2009-2010 school year is unavailable through the California Department of Education website:

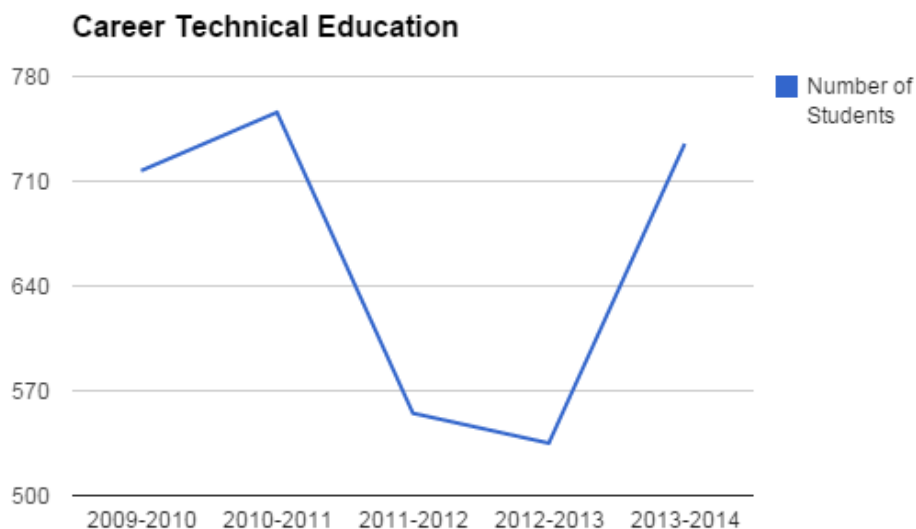


**Courses Offered**

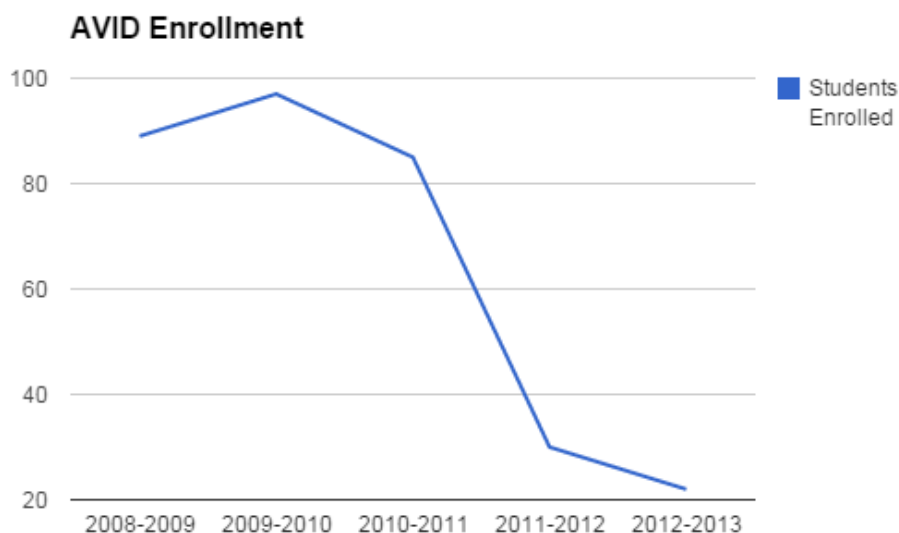
Ripon High School currently has 230 sections of classes with 88 different courses from which students can choose. 48 of these courses fulfill University of California (UC) and California State University (CSU) requirements. RHS currently has 158 sections of courses which fulfill UC and CSU requirements. Advanced Placement and Honors include: English I Honors,

English II Honors, AP English Language and Composition, AP English Literature and Composition, AP Spanish Language, AP Spanish Literature, AP World History, AP US History, AP Government, Honors Biology, AP Biology, AP Calculus, and AP Statistics. Currently, school administration is discussing the addition of Honors Mathematics, AP Music Theory, AP Psychology, and AP Human Geography.

Students have a number of electives available in the humanities including: art, theatre arts, concert and advanced choir, Futuristic Fiction, Creative Writing, Journalism, and Yearbook. Career Technical Education (CTE) Courses include Ag. Welding, Ag. Construction, Ag. Fabrication, Home Economics, Law Enforcement, Computer Applications, Business, Business Management, and Web Design. During the California budget crisis, several CTE courses were cut; however, we are beginning to reopen those courses and have more students participating in CTE courses than before budget cuts. Administrators are currently surveying students to determine if there is interest in an Automotive Technology Program, which would begin next in the 2015-2016 school year. The following table shows the number of students participating in CTE courses:



One of the major losses Ripon High School suffered from during the state budget crisis was the elimination of our Advancement Via Individual Determination (AVID) program. During its 12 year stint at RHS, over 90% of students in the program were accepted to 4-year universities. When the state cut funding for AVID programs, the district was no longer able to support the program. Should the state bring back funding for the program, RHS would reinstate the program.



In order to aid general education students who are struggling, RHS is developing Language Arts and Mathematics support classes for the 2015-2016 school year.

RHS strives to provide courses that are academically rigorous. 44% of parents who responded to our [Parent Survey](#) agree that RHS courses are challenging, while another 9% strongly agree. 29% of parents neither agreed nor disagreed; 11% disagreed; and 6% strongly disagreed. In response to the statement “RHS offers the courses that students need to achieve their career goals,” parents were divided; 32% of parents agreed, yet 29% of parents disagreed. 25% of parents neither agreed nor disagreed; 5% of parents strongly agreed and 8% strongly disagreed. As the budget continues to improve, RHS hopes to be able to offer more courses which will better suit students’ academic needs and career goals.

**Advanced Placement**

Our Advanced Placement (AP) program continues to grow each year as RHS offers more AP courses and more students enroll in the courses available. All students are able to enroll in these courses. It is highly encouraged that students obtain a teacher recommendation to participate in these classes, however, students who are not recommended by teachers of prerequisite courses may register for AP classes with parent consent. All students who participate in AP classes are strongly encouraged to take the AP exam at the end of the course. Below is a list of subjects with AP courses, which reflects our continued addition of courses offered:

School Year	English	Math	Social Science	Science	Foreign Language	Total AP Courses Offered
2009-2010	2	1	2	1	1	7
2010-2011	2	1	3	1	1	8
2011-2012	2	2	3	1	1	9
2012-2013	2	2	3	1	1	9
2013-2014	2	2	3	1	1	9
2014-2015	2	2	3	1	2	10

The following shows the number of students participating in AP classes and exams, along with pass rates. Many students choose to take multiple AP courses, therefore, there is a greater number of exams taken than students participating.

School Year	Number of Students Taking AP Courses	Total Number of Exams Taken	Number of Exams Scoring 3 or Higher
2009-2010	100	156	87
2010-2011	116	162	83
2011-2012	175	235	94
2012-2013	192	256	110
2013-2014	202	297	115

### Student Co-Curriculars

Ripon High School strongly believes that a comprehensive high school, in addition to providing a rigorous program, we must also provide a full-range of activities for students. We strive to offer a complete extra-curricular program which rivals the larger area schools. Co-curricular activities offer additional learning opportunities for students at Ripon High School. Lessons learned in the classroom are often practiced within clubs and athletics. RHS students learn decision-making, dealing with consequences, and working cooperatively with others. There are many ways that a RHS student can enrich his or her time through co-curricular offerings. The number of students participating in these options remains high-- between 650-700 students. Two-thirds of the student population are involved in at least one sport. Whether it be sports, clubs, or other co-curricular programs, RHS has something for everyone.

The RHS Agriculture department and FFA program is the largest program we have on campus. 25% of the student population is involved in Ag. and/or FFA with an average of 220 participants each year. Teams and individual students participate in state FFA competitions in Ag. Mechanics, poultry, small engines, and farm power. These teams have placed within the top 5 in the state 11 times over the past 5 years, including a 1st place finish in Ag.Mechanics. 11 individual students have also placed within the top five at the state level in these competitions. Students develop their public speaking skills through contests in Novice and Advanced Parliamentary Procedure, FFA Creed, and Impromptu Speech. RHS FFA has had 7 section, 7 regional, and 5 state finalists in these competitions over the past 2 years.

The State FFA Degree is awarded to FFA members who have demonstrated the highest level of commitment to the individual California State FFA Associations and made significant accomplishments in their Supervised Agricultural Experiences (SAEs). Approximately 1,800

State FFA Degrees are handed out each year representing approximately 3% of the California FFA association membership. Approximately 3,500 American FFA Degrees are handed out each year at the National Level. That number represents less than half of one percent of all FFA members, making it one of the organization's highest honors. Since 2010, 47 RHS students have earned their state degree and 24 have earned their American degree. 13 students have won the Agricultural Proficiency Award, which honors FFA members who, through their SAEs, have developed specialized skills that they can apply toward their future careers.

Another major program on our campus is the RHS Army Junior Reserve Officer Training Corps (JROTC) of which 94 students currently participate. The JROTC program has been awarded Honor Unit with Distinction an award granted to programs designated to be in the top 10% in the nation. During the 2011-2012 school year our Unarmed Drill Team won the area 5 drill meet, and took 1<sup>st</sup> place in the Unarmed Division at the 8<sup>th</sup> brigade drill championship. Also in the 2011-2012 school year our Unarmed Team placed 9<sup>th</sup> at the All Army Nationals and in the 2012-2013 school year our Unarmed Team again won the Area 5 drill meet and qualified for the all Army Nationals where they took 8<sup>th</sup> place overall in the nation. In the past 5 years we have raised roughly \$20,000 in donations for the Marine Corps Toys-4-Tots fundraiser and collected around 400 barrels of toys.

Over the past three years, our performing arts department has grown greatly and become an active program within the community, often being asked to perform at community events such as the Ripon Christmas Tree Lighting Ceremony, Main Street Day, and the Almond Blossom Festival. The band alone had 17 performances at various events and venues in the past year. The band earned a strong "Excellent" rating at the Six Flags Music in the Parks Music Festival in 2014. Each year 100 students within the county are selected for the San Joaquin County Honor Choir. RHS students make up approximately 10% of the choir each year. Choir students have also been invited to perform at the California State University, Stanislaus Winter Concert for the past 2 years. RHS is host to the regional Barbershop Harmony Festival every fall and students who sing in the Barbershop Ensembles attend an over-night a cappella workshop every year, allowing them to work with professionals and peers from other schools with similar interests and skills. Our Theatre Arts program has grown from one section to two sections in just one year. In both years they were at capacity. There are 84 students in theatre courses and an additional 20 in the extra-curricular Drama Club. In addition to smaller productions throughout the year, the drama department puts on a full production each spring. The percentage of students who participate in the Theatre Program is around 11% of our 900 student population.

Prior to the county lip-synch contest being cut, students in Estudiantes Unidos performed choreographed dances, as administrators lip-synched the music. In 2010, RHS placed 4<sup>th</sup> in the contest and 3<sup>rd</sup> in 2012. Estudiantes Unidos continues to perform at a rally each school year.

Students in journalism write for the online edition of *The Tomahawk*, produce a weekly news show, help produce the sports programs, and write for local newspapers including *The Ripon Record* and the *Manteca Bulletin*. Students are currently working on bringing back a monthly printed edition of *The Tomahawk*.

RHS is part of the Trans-Valley League (TVL) and a member of the Sac-Joaquin Section California Interscholastic Federation (CIF). In the fall of 2012, our football team remained undefeated, winning the TVL title and the opportunity to play in the division playoffs. The



following year, the football team went 9-1 and earned another chance to play in the division playoffs. For the first time in school history, the boys' soccer team became TVL champions in 2013, and also made it to playoffs in 2014. Also for the first time in RHS history, the girls' golf team claimed the TVL title in 2013 and went on to Master's. In 2014 the girls' golf team placed second for the league and 3rd in the final league championship. The RHS cheer squad began competing in the spring of 2014, moved on to Nationals and placed 5th at the USA National Competition. They are the 2015 Regional Champions and will compete at the USA National Competition again this March.

What once was an all-boys wrestling team is now a co-ed team with more females participating than any other school in the TVL. With 8 female contenders, the girls now have their own team and compete in all-girls' tournaments in addition to regular season matches. In 2011 one male wrestler went to the CIF state qualifier and finished in the top 12 for the state. The team was named the D-V Sac-Joaquin Team Section Champions and TVL Champion in 2012. Also in 2012, a student achieved the Sac-Joaquin Masters Championship and placed 6th at the state level. In 2013 he was Runner-Up at the Sac-Joaquin Masters Championship and placed 3rd in the CIF State Tournament. In 2014, the RHS wrestling team was declared TVL Runner-Up.

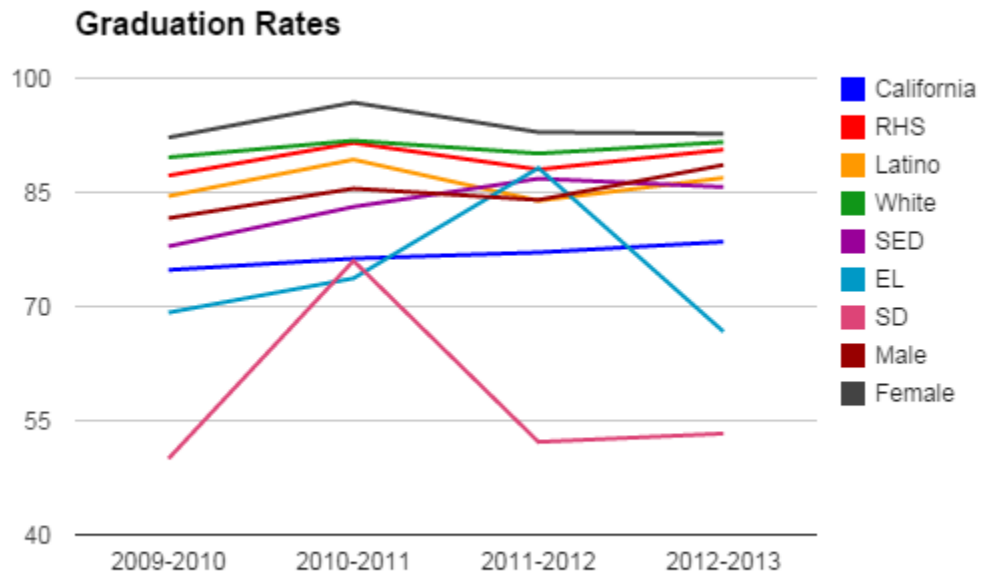
The RHS boys' basketball team has qualified for playoffs every year for the past 7 years. In 2011 the team was a section quarter-finalist, and in 2012 the team earned TVL section finalist and state quarter-finalist.

Our boys' track team also won the TVL Championship in 2014 and have sent both boys and girls to Masters every year for the past 5 years. Since 2009, there have been 11 new records for boys' track and 13 new records set for girls' track

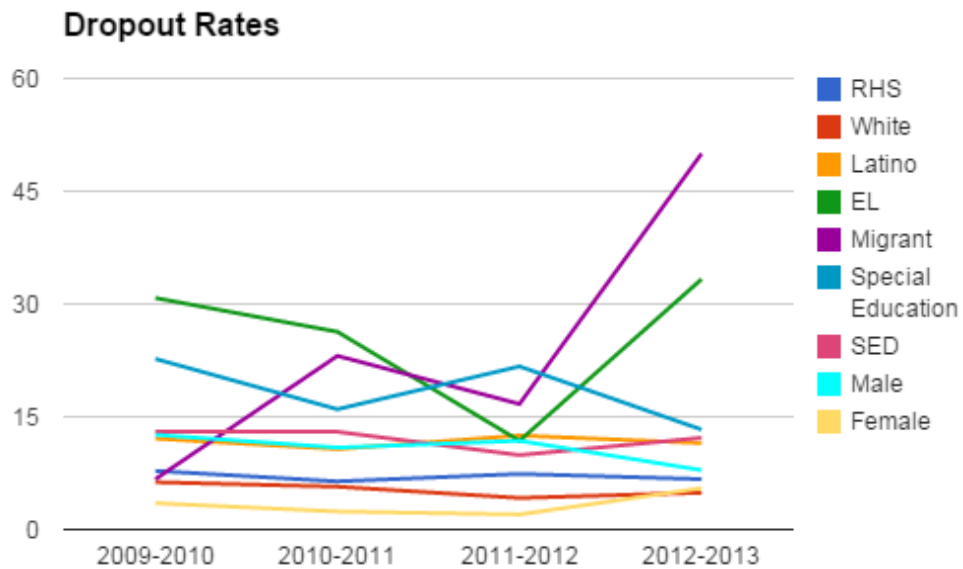
After placing last in the league in 2013, the tennis team not won the TVL Championship and made it to the second round of the CIF playoffs, earning teacher and coach, Robert Mayfield, TVL coach of the year. Boys' Golf has been named TVL Champions for the past four years, won the division title in 2013 and 2014 and placed second in the division in 2011 and 2012.

### **Graduation and Dropout Rates**

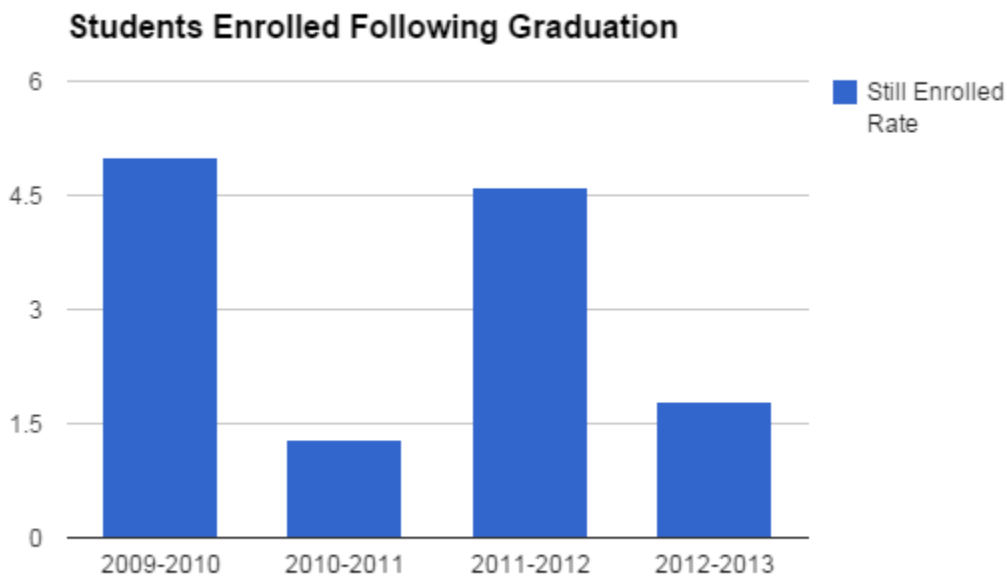
Ripon High School's graduation rate is much higher than the state of California's graduation rate. However, these rates also verify the gap between our White subgroup and other major subgroups. Again, our EL and SD student graduation rate is lower than all other subgroups.



School Year	Number of Seniors	Number of Graduates	Number of Dropouts
2009-2010	218	190	17
2010-2011	235	215	15
2011-2012	217	191	16
2012-2013	223	202	15



Each year the school board grants permission for seniors who request additional time to complete graduation requirements during the following school year. The table below shows the rate of students still enrolled after graduation:

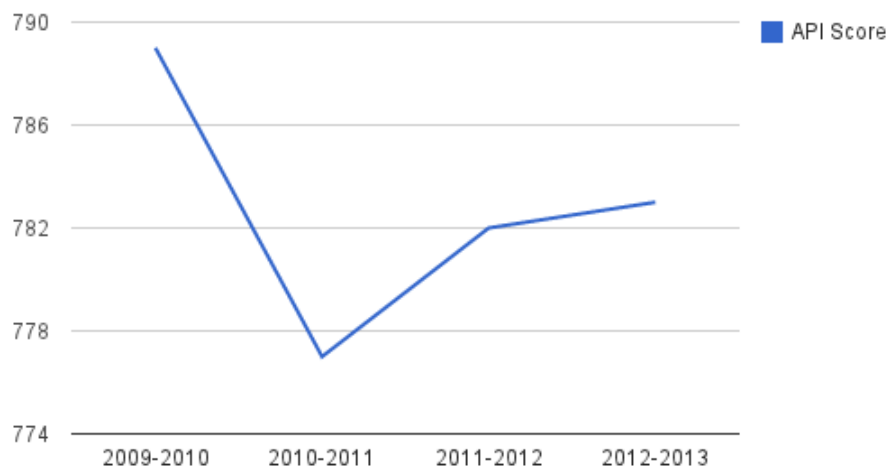


**Assessment Data**

While Ripon High School has remained one of the highest achieving schools in San Joaquin County, the school struggled to make Adequate Yearly Progress in the final 3 years of the California Standards Test (CST). As state performance goals increased each year, RHS test scores remained about the same. For a larger view of the table below, click the following: [API Growth](#).

	API Score	Growth	Schoolwide Target Met	Subgroups Target Met	AYP Met	AYP English	AYP Math
2009-2010	789	9	Yes	Yes	Yes	Yes	Yes
2010-2011	777	-12	No	No	No	No	No
2011-2012	782	5	Yes	No	No	No	No
2012-2013	783	1	No	No	No	No	No

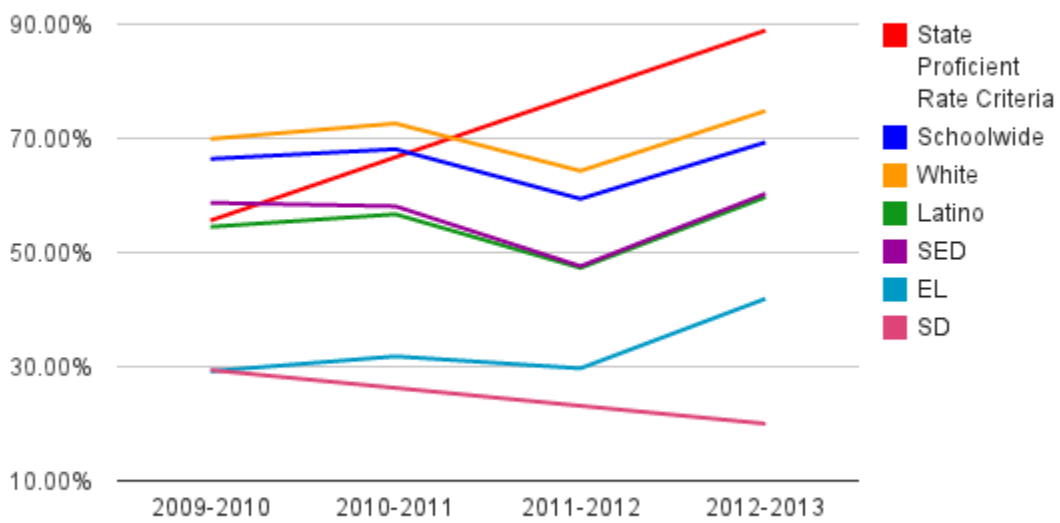
**Academic Performance Index Scores**



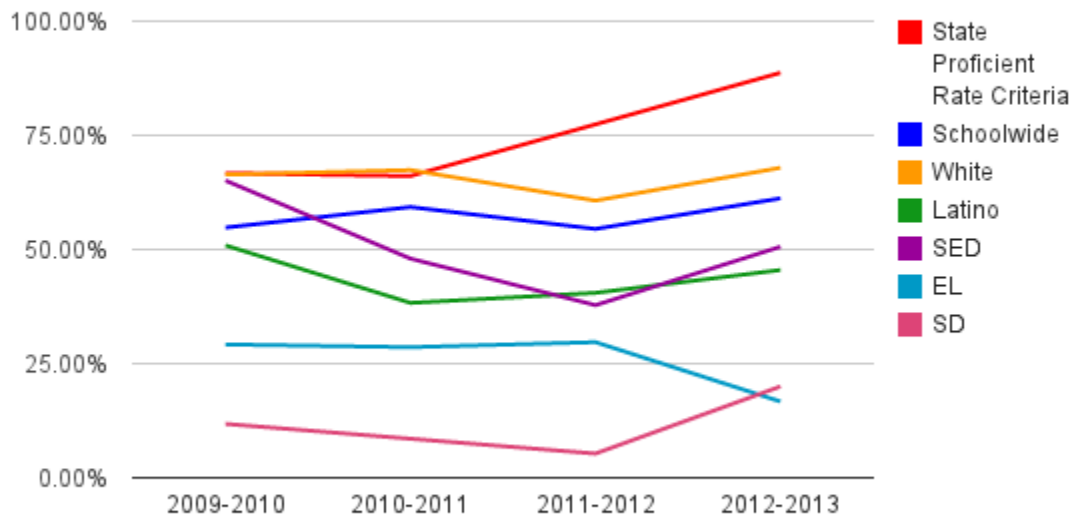
A clear trend emanates across all testing data, including state exams; SAT, ACT and AP scores, and SAT and ACT participation-- performance declined between 2010-2012. During this time period the school experienced the worst effects of the state budget cuts with less staff members, larger class sizes, and the loss of AVID and some CTE courses.

While schoolwide, students were not meeting proficiency standards, a breakdown of the major sub-groups at Ripon High School shows that students within the Latino, Socioeconomically Disadvantaged, English Learners, and Special Education subgroups fell well below the state mandated expectations, schoolwide average, and White subgroup. In order to mitigate these circumstances, RHS has adopted READ 180 for ELD courses and is adding ELA and Math support courses for struggling students.

### ELA Proficiency by Subgroup

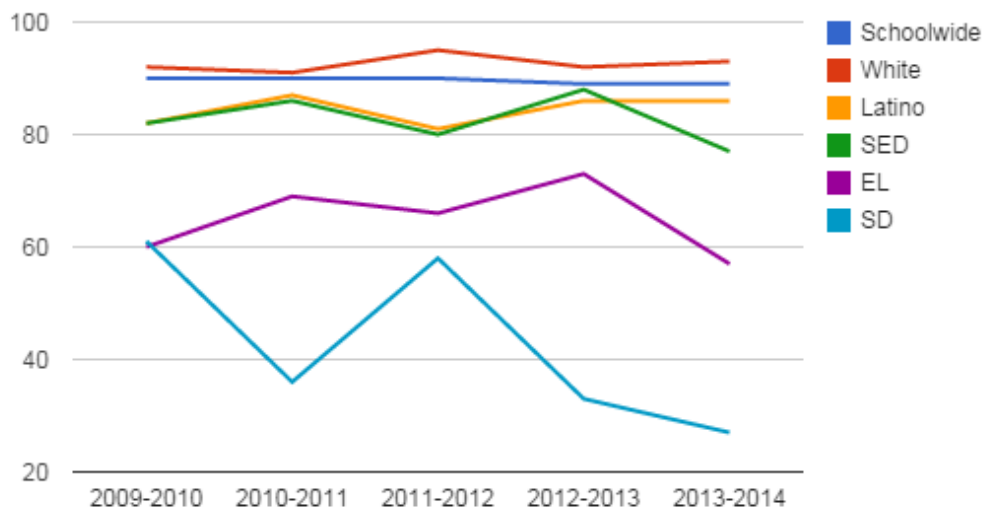


### Math Proficiency by Subgroup

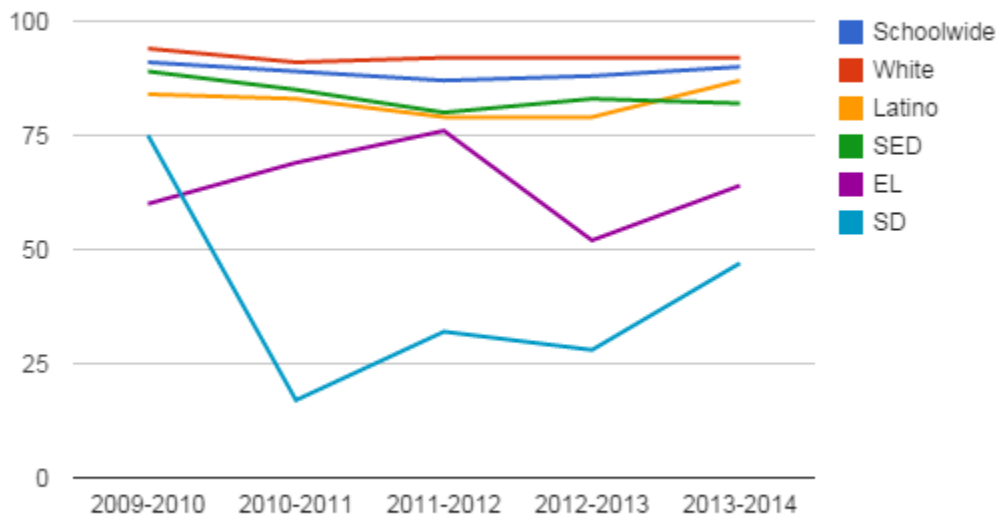


Similar to the results on the CST's, there remains a gap in performance on the California High School Exit Examination between White and all other major subgroups. English Learners and Special Education students continue to perform lower than all other subgroups. The tables below indicate proficiency rates of students upon their first attempt at passing the CAHSEE in their sophomore year of school.

### CAHSEE ELA Results



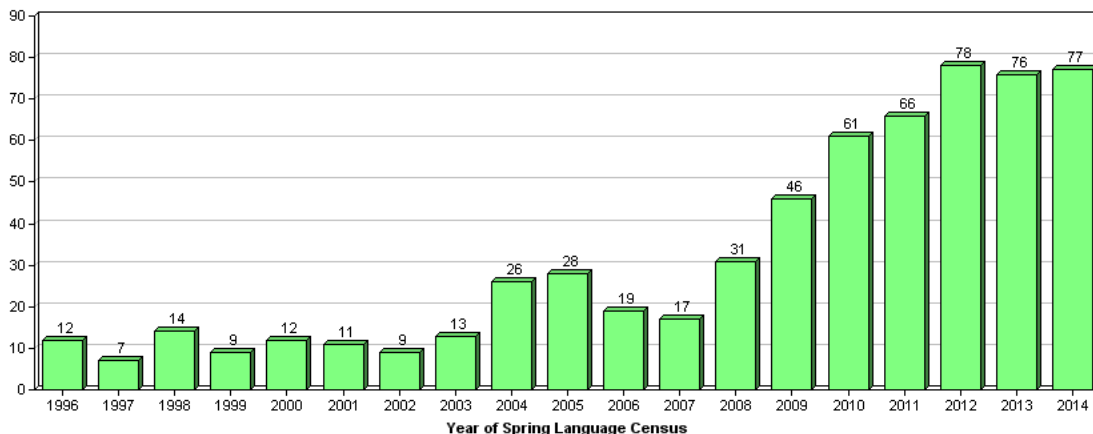
### CAHSEE Math Results



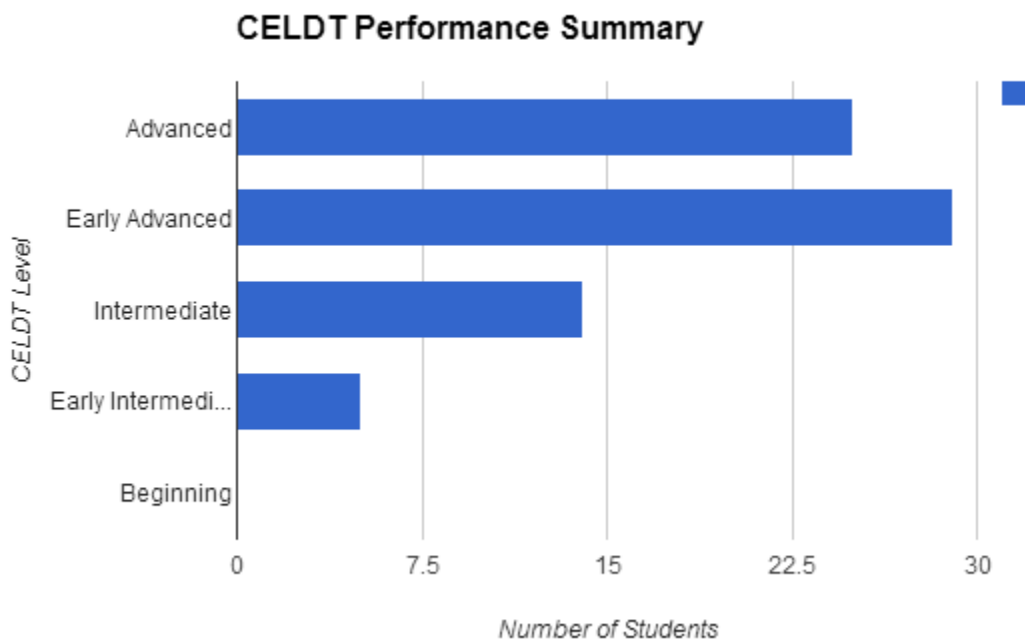
### English Learner Assessment Data

Ripon High School has a relatively low percentage of English Learners in comparison to similar schools in the area; however, the EL population has more than doubled in the past 6 years. The data below is provided by the California Department of Education website.

Number of English Learners for Ripon High



This change in population has encouraged the staff to discuss and address the needs of these students, particularly in the areas of instructional support and curriculum. EL’s who score a 3 or below on the California English Language Development Test (CELDT) are placed in an English Language Development (ELD) course. RHS recently adopted READ 180 as the curriculum for the class. The majority of English Learners at RHS are considered either advanced or early advanced based on the CELDT. Below is a breakdown of student performance on the 2013-2014 CELDT test:



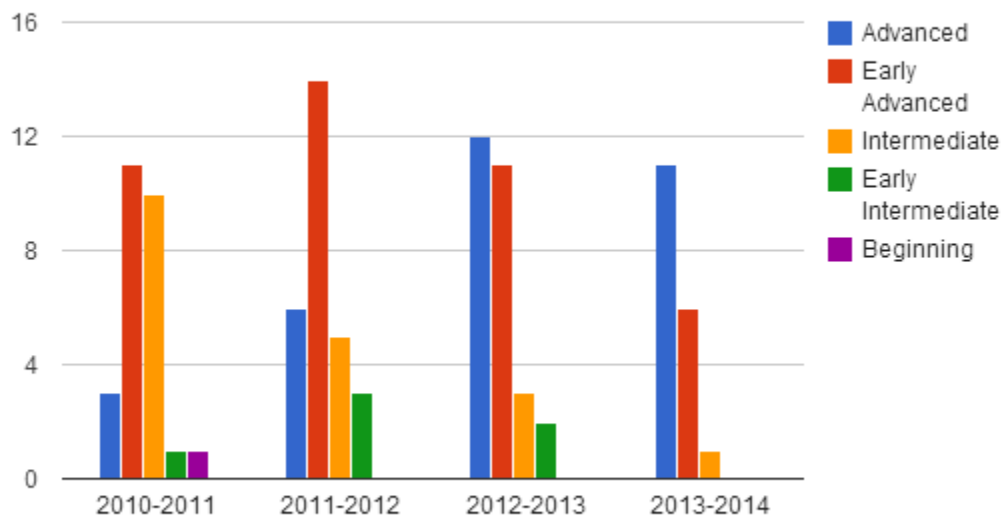
The table below shows steady progress with RHS’ EL population over the past five years with an increase in the percentage of students achieving Advanced and Early Advanced scores on the CELDT particularly between 2011 and 2013. Advanced and Early Advanced percentages dropped, however, in the 2013-2014 school year.

	Advanced	Early Advanced	Intermediate	Early Intermediate	Beginning
2009-2010	13%	39%	39%	6%	4%
2010-2011	14%	45%	34%	5%	2%
2011-2012	27%	48%	19%	4%	3%
2012-2013	37%	46%	11%	5%	1%
2013-2014	34%	40%	13%	7%	0%

The graph below shows the progress of EL students from the Class of 2014 according to students’ CELDT scores. In the 2010-2011 school year 26 students participated in the CELDT test; 28 in 2011-2012; 28 in 2012-2013; and 18 in 2013-2014.

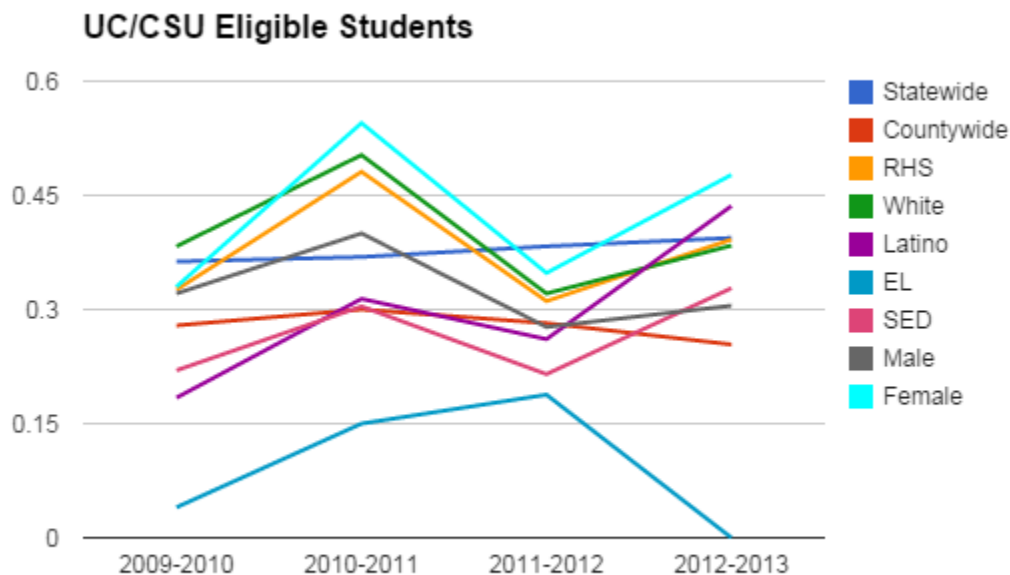


### Class of 2014 English Learner Progress



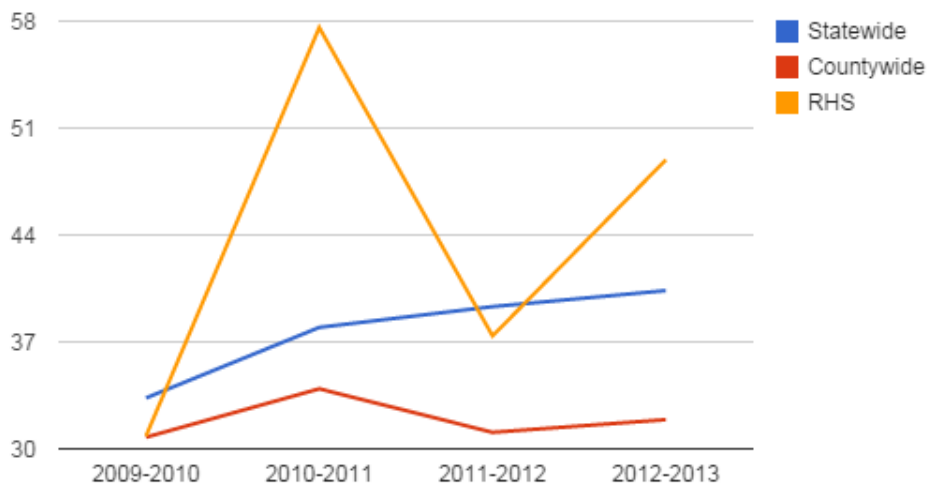
### College Readiness Assessment Data

Below is a table that shows the percentage of graduates eligible to enter the University of California and/or California State University systems based on course requirements. While RHS percentage of students fluctuates above and below the state average, RHS consistently remains above the county average. Our English Learner subgroup remains underrepresented as college bound students; however, the gap between Latino and White subgroups has narrowed with the number of Latino students eligible for UC's and CSU's surpassing the amount of White students in the 2012-2013 school year.

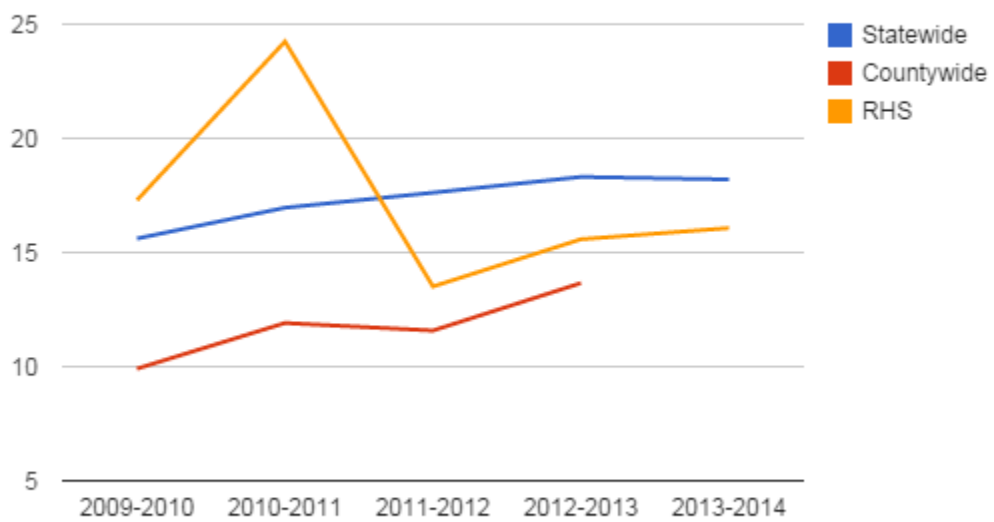


RHS has a higher participation rate on the Scholastic Assessment Test (SAT) and the American College Test (ACT) than the countywide participation rate. RHS's participation rate does fluctuate above and below the statewide participation rate, on both the SAT and ACT. In the 2010-2011 school year, participation rates on the SAT and ACT spiked to an all-time high, along with the number of UC/CSU eligible students. The next pages show RHS students' participation and performance on these assessments.

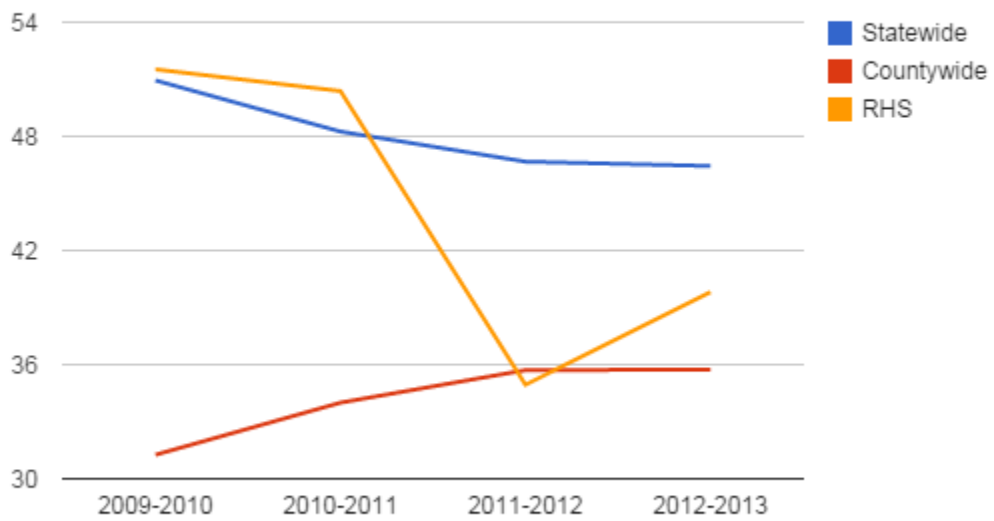
### SAT Participation



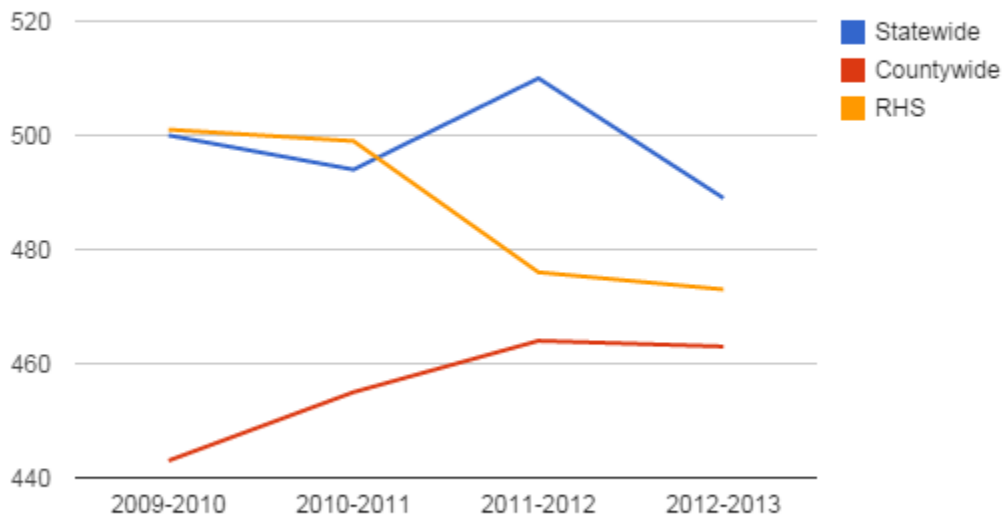
### ACT Participation



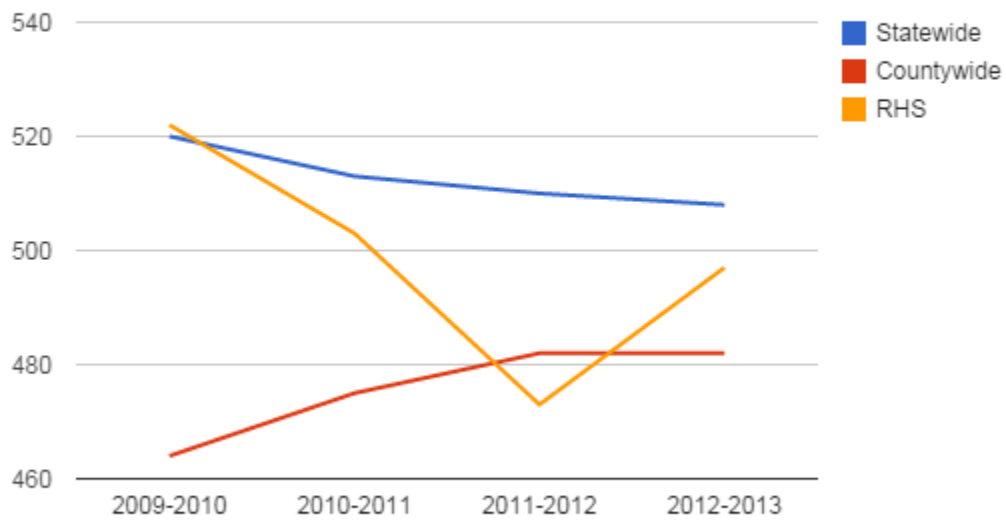
### SAT Scores Above 1,500



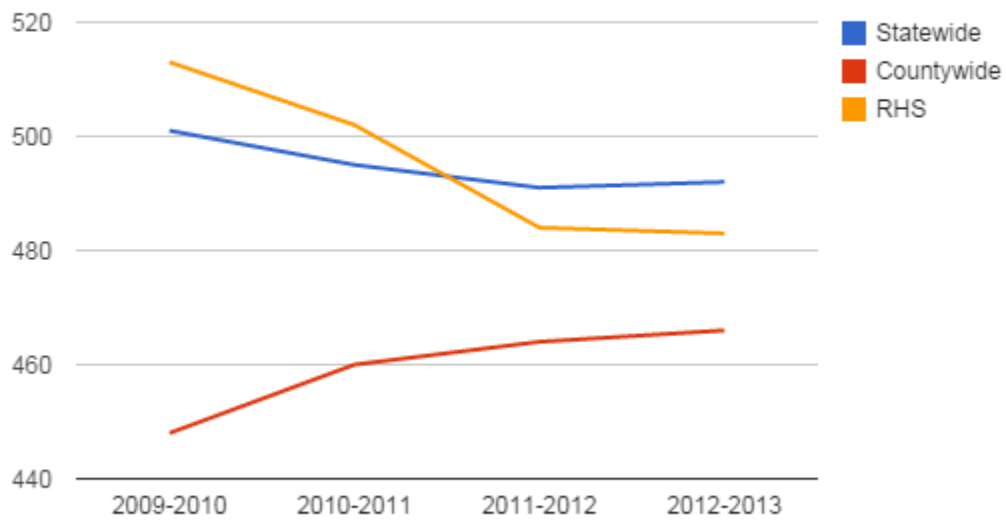
### SAT Writing Averages



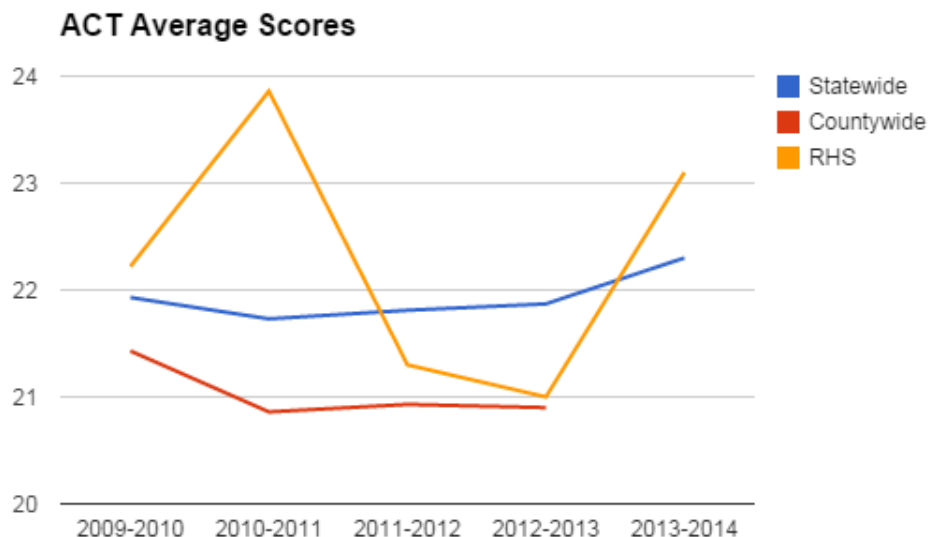
### SAT Math Averages



### SAT Critical Reading Averages

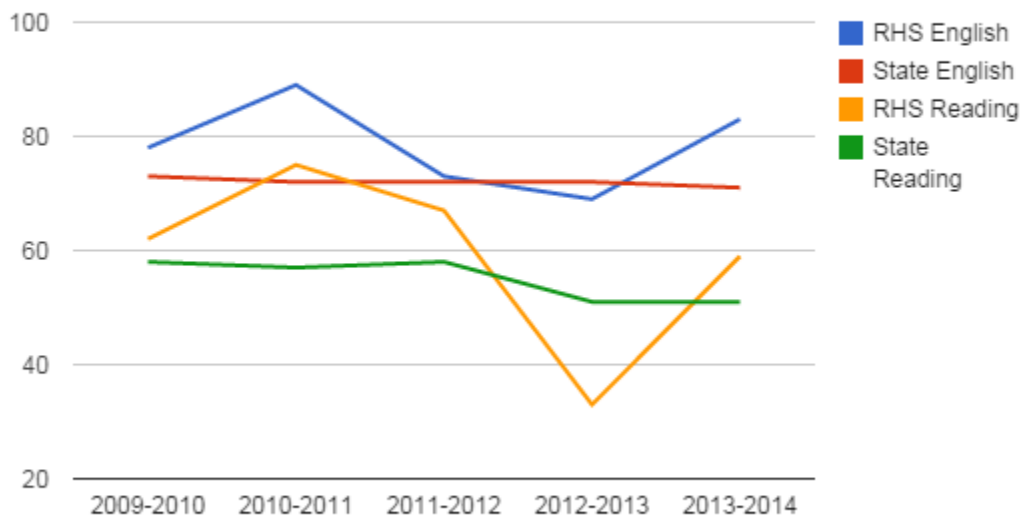


Recent publication of the ACT scores show that though RHS students' scores were in decline, student scores improved and increased above state averages in the 2013-2014 school year.

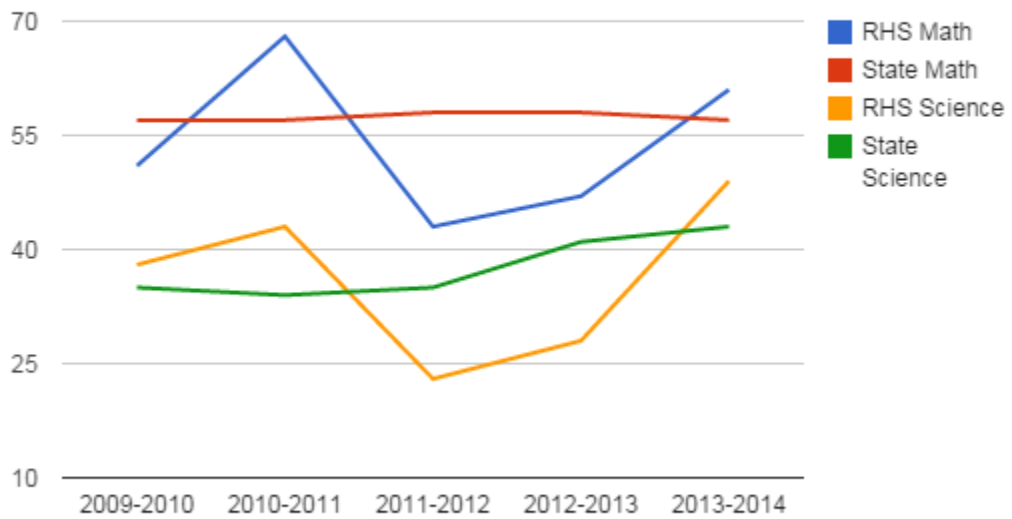


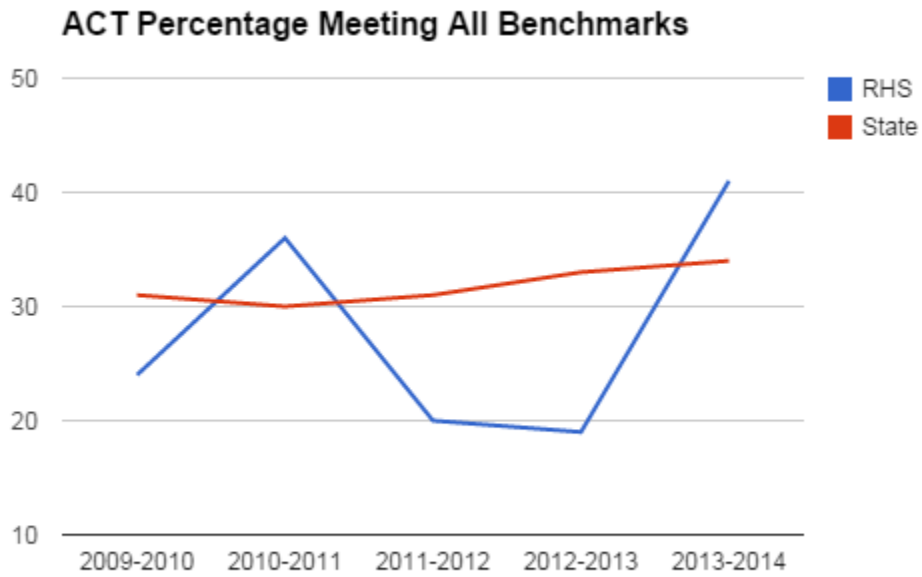
ACT provides college readiness benchmark scores, which is “the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses,” (ACT Profile Report). Below are tables indicating the percentage of students who met the benchmarks for English and Reading, and Math and Science at RHS and the state level. The third table shows the percentage of students who meet benchmark requirements in all four subjects.

### ACT College Readiness Benchmarks: English and Reading



### ACT College Readiness Benchmarks: Math and Science



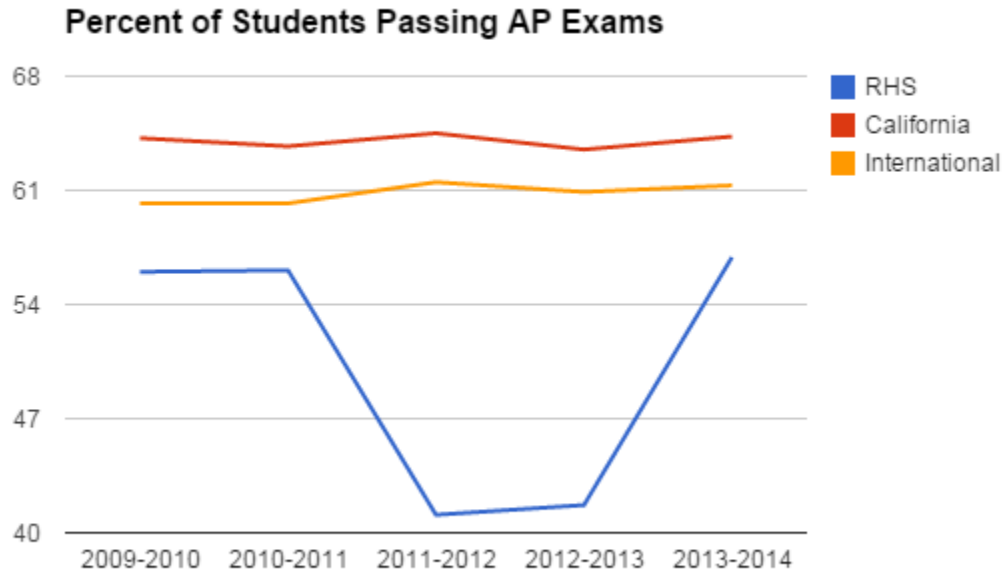


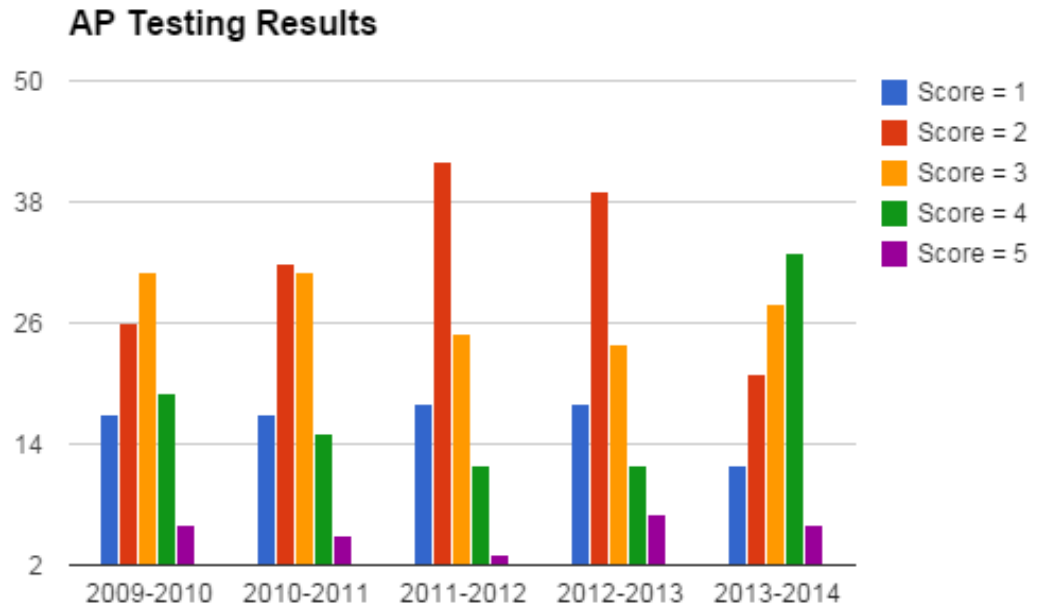
Much like results on the SAT, CST, and CASHEE, as well as graduation rates, the ACT scores show a marked decline in performance during the 2011-2012 school year.



### AP Test Results

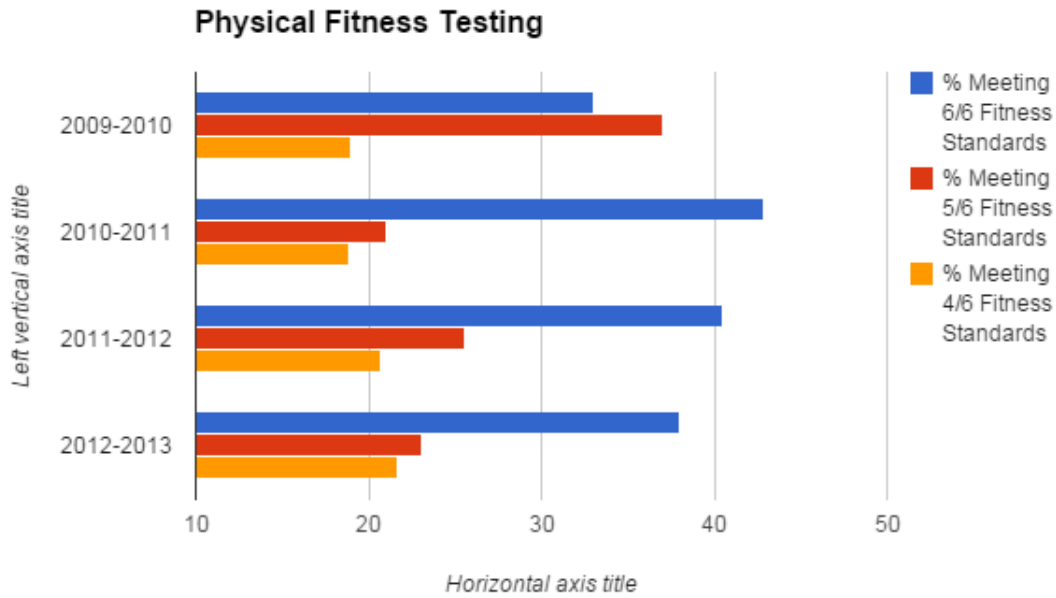
While our participation in AP continues to grow, along with an improvement in the number of students earning a 3 or 4 on the exam in the 2013-2014 school year, the percentage of students passing the exams is below state and international percentage rates, giving RHS staff something to strive for.

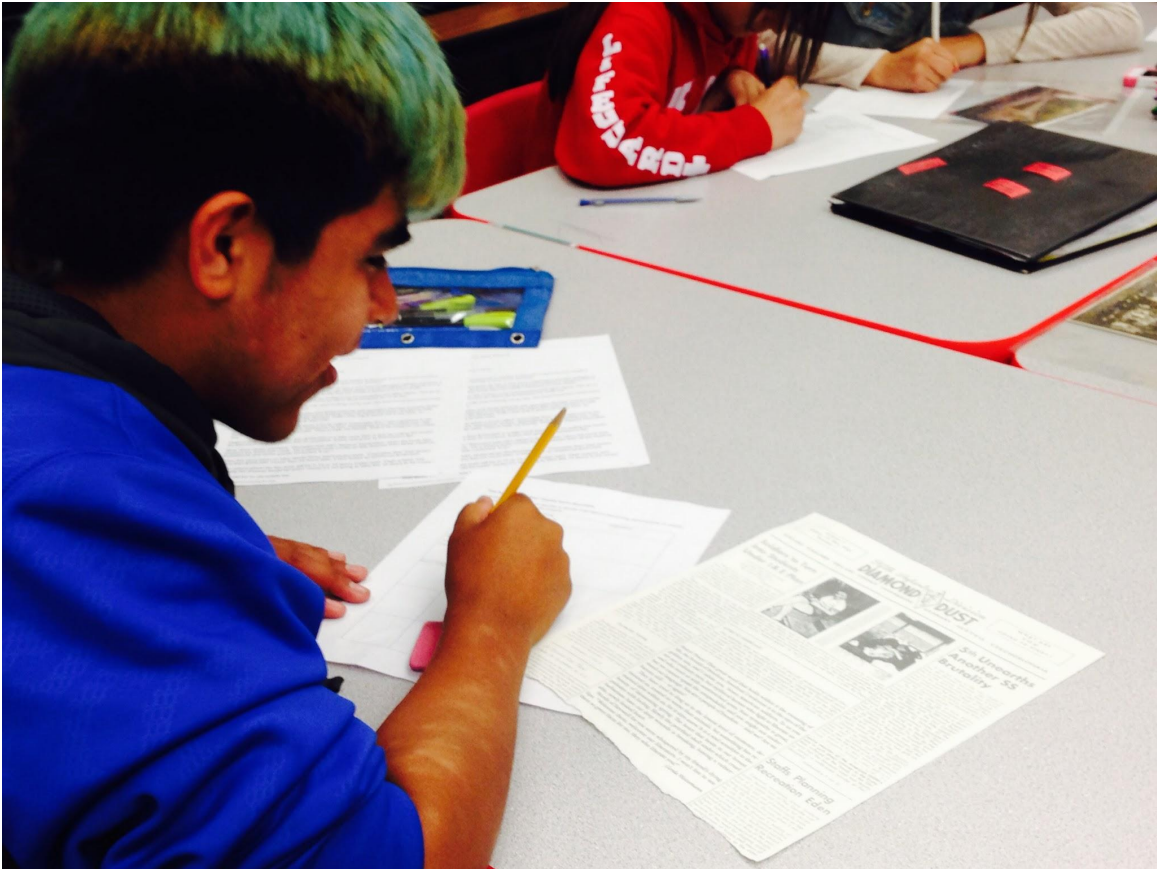




### Physical Fitness Testing

Every spring, 9th graders are tested in their physical education classes using the state adopted fitness test, Fitnessgram. The following diagram shows the percentage of students meeting these standards each year.





## **Chapter II**

### **Progress Report**

## Chapter II: Progress Report

The 2009 schoolwide action plan aims to increase access to technology and improve technological literacy for students and teachers alike; devote staff in-service days and collaboration time to implement Explicit Direct Instruction (EDI) training and other instructional strategies; increase the range of A-G courses and the number of students who graduate having completed A-G courses; and increase student, community, and staff unity around a common vision statement that drives our mission statement and SLO's.

In addition, the 2009 visiting committee made the following recommendations:

1. Develop and implement a systemic plan to use research based instructional strategies in order to provide greater access for all students to the core curriculum. **(Addressed through Action Plan #2)**
2. Develop and implement a comprehensive plan that will provide for the attainment and monitoring of the Expected Schoolwide Learning Results for Students (ESLRS) by all students. **(Addressed through Action Plan #3)**
3. Develop and implement an ongoing structure and system to provide for the routine analysis of multiple assessments of student achievement to directly guide daily classroom instruction. **(Addressed through Action Plan #2)**
4. Develop and implement a system which provides a focused, organized structure for collaboration time that centers on student achievement. **(Addressed through Action Plan #2)**
5. Provide full access for all students to rigorous coursework that is directly aligned with standards and that are pathways to post-secondary goals. **(Addressed through Action Plan #3)**

### Schoolwide Action Plan #1: Integration of Technology

The purpose of this action plan is to improve technology integration across the curriculum in order to improve communication among all facets of the school community and to enhance instruction, learning and classroom management techniques. The plan includes the following steps:

1. Teachers will be given opportunities to improve their technological skills.
2. The school based website will be improved to increase the communication among all stakeholders.
3. Optimize use of Aeries to increase parent and instructor communication, ie grades, attendance, discipline, etc.

In order to improve student literacy in technology, teachers needed to be given opportunities to improve their own technological skills. With budget cuts eliminating staff development days, this required teachers to participate in professional development outside their contracted hours. During the 2011-2012 school year, Mr. Morrow led a series of optional training sessions after school on Google Apps. Three teachers also participated in a 6-week Great Valley Writing Project open program for using Google Apps in the classroom. With the return of staff in-service days, RHS was able to bring in the Great Valley Writing Project to instruct all teachers in using Google Apps to improve student writing and student collaboration. We continue to search for opportunities to share and learn about various uses of technology with the entire staff.

It is difficult to stay up-to-date with the ever-changing advancements in technology, especially in

a time when funds for education are reduced. Since the last WASC visit, RHS was able to provide all teachers with Liquid-Crystal Display (LCD) projectors. In 2011, the computers in the library were replaced with 32 new computers. In the spring of 2014, RHS purchased 4 Chrome Carts with 30 ChromeBooks in each cart; teachers often check-out these carts from the library to use in their classes. Administration is currently looking into purchasing more ChromeBooks for each cart in order to serve classes with more than 30 students. In 2013, 10 computers were purchased and installed in the Journalism classroom; Yearbook also received 10 new computers equipped with Adobe Suite CS6.

By the end of the 2008-2009 school year, all teachers were required to record grades on the Aeries Database. During the first quarter of the 2009-2010 school year, RHS provided parents/guardians and students access to view student grades, attendance, and discipline online. District Data Analyst, Kathy Gladden, has instructed teachers during collaboration time on the basics of Aeries. Principal Lance Morrow has also offered optional training for teachers interested in using advanced tools for gathering performance data through Aeries. The school district has redirected funds and now has its own Instructional Technology (I.T.) staff to support RHS and other RUSD schools' needs.

[The RHS Website](#) has been updated and improved so parents and students can find essential information about the school with ease. Parents, students, and other stakeholders may use the site to find out about school events, view sports schedules, information nights and other school news. Each teacher has their own page where they can be contacted and may post daily assignments, presentations, and announcements. The site provides links to Aeries, Naviance, parent and community groups such as the Ripon Community Athletic Foundation, Sober Grad, the RHS Boosters' Club and Quarterback Club.

All students have a riponhigh.net email account through Google. More and more teachers are beginning to use Google Applications in their classrooms regularly, especially since the purchase of the Chromebooks. In 2013, administration purchased a schoolwide subscription to [Turnitin.com](#), in order to better assist teachers in providing students with timely and effective feedback. This is also a tool for students, as they may use the program to check grammar, as well as similarity to other sources.

### **Schoolwide Action Plan #2: Explicit Direct Instruction (EDI)**

The goal of this plan is to dedicate staff in-service days and collaboration time to implement EDI training and other instructional strategies, which includes:

1. EDI training and practice.
2. Student achievement data review within departments.
3. Collaboration within departments for common finals and benchmark assessments.
4. School-wide EDI instructional strategies/implementation.

Much of the training for Explicit Direct Instruction was completed prior to our last full WASC visit in 2009. Following this training, RHS staff adopted instructional norms based on principles of Explicit Direct Instruction. The key principles of EDI include: activating prior knowledge, checking for understanding, setting lesson objectives, presenting content, using guided practice, and developing students' skills through explaining, modeling, and demonstrating. Since the 2011-

2012 school year, teachers have been participating in instructional rounds. During that time, small groups of teachers meet to review instructional norms, observe classrooms, and then debrief about what they saw. Teachers were also encouraged and asked to observe one another outside of instructional rounds. Four teachers have been trained as instructional coaches. In the future, we hope to be able to give these coaches a period specifically for coaching and observing RHS teachers. 3 teachers and both administrators collaborated with Escalon High School teachers and administrators in instructional rounds on twice per school site to inform instruction by openly and respectfully allowing the groups to discuss areas of strength and weakness.

Each Wednesday, students begin school just over an hour later than the other school days in order for teachers to be able collaborate and align instruction. Departments meet as a whole and then break by grade level or course to discuss strategies, pacing, and assessments. Like courses are expected to be taught at a similar pace, with the same curriculum, and have the same benchmark and semester final assessments. Semester assessments for all courses are submitted to Principal Lance Morrow to assure continuity across departments.

### **Schoolwide Action Plan #3: Improving Student Education Plans**

Action Plan #3 aims to increase student access, understanding of, and value of completing A-G courses by increasing the range of courses which meet A-G requirements and improving communication with students about course selections, course paths, and career options. This is to be achieved by:

1. Ensuring all students will develop an education and career plan.
2. Improving A-G selections and availability.
3. Providing alternative educational options for at risk students.

Though budget cuts certainly stalled the implementation of this plan, RHS has been able to bring back courses that were cut, and introduce new courses including those approved to fulfill A-G requirements, and some AP courses. In 2010, RHS introduced AP World History, giving sophomores an opportunity to begin taking Advanced Placement courses. In 2013 RHS was also able to offer AP Spanish Literature.

In 2013 the Performing Arts teacher was hired full-time, opening more sections of Theatre Arts, which was also approved to fulfill A-G requirements. Also in the fall of 2013, RHS restored the Journalism program, which is currently in the approval process to fulfill A-G requirements. Peer Helping returned as a course option in the fall of 2014, as well as Honors Biology. Administration is currently considering opening AP Psychology, AP Geography, or another AP Science course in the next school year. One recommendation made by the 2009 WASC Visiting Committee was that all students be permitted to take AP courses. Previously, students were required to achieve a letter grade of an “A” or “B” in prerequisite courses in order to register for AP classes. Students still need approval from teachers of prerequisite courses based on performance, however, if a teacher does not recommend a student for an AP course, their parent or guardian may request that they be placed in the course regardless of prior grades. Previously RHS required a mandatory summer assignment which, if not completed, would result in a student being dropped from the course. Advanced Placement and Honors classes still assign a summer project but it is not a prerequisite to enrollment.

RHS has partnered with local charter school, [California Connections Academy](#), to allow students

to take courses that are not offered on campus. Students also have the option of taking courses from a local junior college or through [Brigham Young University's Online Independent Study Program](#). With the budget improving, we anticipate being able to continue to offer more courses on campus and better equipped to reach a broad range of students.

In 2013 Ripon Unified School District opened [Harvest High School](#), an alternative education high school for students who are behind in course credits. Another alternative for students is our Independent Study program; students meet with the program coordinator on campus each week and are able to continue to participate in school events and be a part of the school culture. Students participating in the program include those behind in credits, have serious health ailments, or need to work in order to help provide for their family. Students who need to make up credits may also participate in Gradpoint online courses after school and during the summer. Each summer the Great Valley Writing Project offers a Writing and Technology course at RHS, which is open to kindergarten through 12th grade students within the Central Valley. RHS students may participate in the course as a means of recovering credits for English I or English II.

Naviance is a program RHS recently began using to help students with college and career planning. The current Junior class has been introduced to the program, which they use in their English courses. The counselors are preparing to instruct the Sophomores and Freshmen to the program this spring. We continue to pursue ways to utilize the weekly advisory period as a means of developing student education plans. In 2010 a group of teachers created a curriculum for each advisory level to complete throughout the year. The staff has experienced some difficulty using these packets due to school events, such as assemblies, scheduled during the advisory period, student accountability with a class period that has no grade tied to it, and some holes within the curriculum. For this reason, we are continuing to find ways to improve the effectiveness of the advisory period as part of our action plan.

Beginning in the fall of 2014, Senior English teachers began piloting a project called the [Genius Hour](#), inspired by Google's practice of allowing developers to spend 20% of their work time pursuing a passion in order to boost employee motivation and productivity. Students spend most Wednesdays in English working on their projects under the following [guidelines](#). Students must set a goal to accomplish or create a product within the school year. Students record their progress through websites they have created. More important than the finished product or meeting the goal is that when/if students fail to meet their goal or create a quality product, they are able to reflect on obstacles and learn from their failures along with their successes. The teachers implementing the Genius Hour Project are learning alongside the students, both taking on their own "passion projects" as well as collaborating and reflecting on successes and difficulties with the project. At the end of this school year, students will participate in a poster session called "Genius Night" in which they will display their work for all stakeholders. Eventually, the teachers would like to see seniors complete an exit interview in front of a panel and create a portfolio to demonstrate what they've learned through the project as well as their time at RHS. This would serve as one way of assessing if RHS students have achieved the SLO's.

#### **Schoolwide Action Plan #4: Development and Marketing of the School Vision Statement**

The focus of Action Plan #4 is to create a Vision Statement which reflects the goals, and hopes of all stakeholders and to improve communication with the community about the Vision of RHS. The process to complete this plan is as follows:

1. Meet with stakeholders.



2. Revise Vision statement.
3. Market vision statement.

Immediately following the last WASC visit. The staff met as a whole in to discuss our Vision, as was done so at a School Site Council meeting. Staff and parents brainstormed ideas and decided on the most important aspects of what RHS should be. An ad-hoc committee was developed, who put together a draft of the Vision statement. The staff again gathered to review and make suggestions. The Vision committee went through this process a few times, revising each time to fulfill the requests of the staff. Once agreed upon, the Vision statement was sent to the district office for approval.

Following approval, the school Vision, Mission, and ESLR's were printed on posters to hang in each classroom and were put on the [Ripon High School Website](#). The Mission is boldly displayed at the top of the first page of the website and the Vision is on the [About the School](#) page. Because we have more classrooms in use than before, we are currently working on new posters so that all classrooms have the same posters in a common location. We're also updating our posters to state the "SLO's" (as opposed to ESLR's), which have recently been revised to align with the Common Core State Standards.



## Chapter III

### Summary and Analysis of Data

## Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

Based on the research conducted, the school staff agreed upon the following areas of strength and areas for growth:

### Areas of Strength

1. RHS is deeply rooted within the Ripon community and has strong backing by the community, which is invaluable to all stakeholders. Community input is encouraged and sought out, allowing Ripon community members to have a voice for students' personal and academic growth. On campus, the relationships developed among administrators, teachers, support staff, and students foster a positive environment in which the district and site's visions can be achieved.
2. RHS provides every student with rigorous coursework. There are a number of Advanced Placement (AP) and Honors classes that are available to all students who choose to participate, which provide a variety of cultural perspectives in the humanities and challenging coursework in science and mathematics. RHS is one of the few small high schools in the area whose number of College Preparatory, Honors, and AP compete with and/or exceed those of other area schools. Career Technical Education courses offered at RHS enhance our students' success beyond high school by providing them with skills needed for both college and careers.
3. RHS promotes open communication among the staff, students, and parents through emails, phone calls, the use of Aeries Browser Interface, the RHS website, RHS Smart Phone Application, the establishment of Google Accounts for all staff and students, Facebook, Remind101, and Edulink.
4. RHS provides opportunities and encourages the staff to collaborate regularly through weekly collaboration time. Teachers are able to meet to plan curriculum, develop common assessments, make decisions regarding issues that affect our student population, and discuss instructional strategies and methods. With administrative support and leadership, collaboration time has created a culture of sharing that allows our staff to continue to improve.

### Areas for Growth

RHS teachers have attended and participated in professional development sessions to support the transition into the Common Core State Standards (CCSS); however, additional support is needed to aid teachers in the implementation of the new standards. RHS staff needs to develop and utilize, specifically the needs of our English Learner, Special Education, and Socioeconomically Disadvantaged students.

1. RHS continues to work toward providing and improving technological resources for staff and students. Teachers have participated in training in the use of technological tools that can be used to improve instruction; although many teachers incorporate technology regularly in their courses, not all teachers are using the resources available. Continued support is needed to encourage all teachers to use technology most effectively to enhance

student learning. Students do not have access to all of the updated technology that other schools in the area may have, and we continue to work towards providing students and staff with the most up-to-date technology possible.

2. RHS must increase awareness, understanding, purpose, and implementation of the School-wide Learner Outcomes (SLO's) for staff and students alike. We are currently reevaluating these expectations and how they support our mission, vision, and the Common Core State Standards.
3. RHS needs to continue to develop and improve the effectiveness of the weekly advisory period.



## **Chapter IV**

### **Self-Study Findings**

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

**Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.**

**Examples include:**

- **Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)**
- **Specialized programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.**

**Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.**

**A1. Organization Criterion**

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

**Indicators with Prompts**

**Vision – Mission – Schoolwide Learner Outcomes – Profile**

**Indicator:** The school has established a clear, coherent vision and mission (purpose) of what students should know and perform; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.

**Prompt:** *Evaluate the degree to which the development of the school’s statements has been impacted by pertinent student/community profile data, identified future global competencies, and current educational research.*

Findings	Supporting Evidence
<p><u>The Ripon High School Mission Statement</u>                      “The Mission of the Ripon High School Community shall be to Promote the Success of Every Student”.</p> <p><u>The RHS Vision Statement</u>                      Ripon High School is a safe, supportive school that focuses on strong academics. Respect, accountability, and integrity are the core elements in encouraging and preparing our students for productive lives. We have high expectations and provide a wide range of activities that our students enjoy. Our students communicate effectively, make full use of technological resources and strive to achieve their highest potential.</p>	<p><a href="#">RHS Mission and Vision Statements</a></p> <p>SLO’s</p>

<p><u>The Ripon High SLO's</u>  All students graduating from Ripon High School are expected to be.</p> <p><b>Academic Achievers</b></p> <ul style="list-style-type: none"> <li>● who demonstrate proficiency in reading, writing and mathematics</li> <li>● who demonstrate use of available resources for problem solving</li> <li>● who demonstrate use of current technologies</li> <li>● who develop and pursue goals</li> </ul> <p><b>Community Contributors</b></p> <ul style="list-style-type: none"> <li>● who understand the rights and responsibilities of citizenship</li> <li>● who respect individual differences</li> <li>● who participate in community service</li> </ul> <p><b>Effective Communicators</b></p> <ul style="list-style-type: none"> <li>● who successfully exchange and interpret ideas through oral and written language</li> <li>● who work well as a team member</li> </ul> <p>These Statements are on the website. We re-evaluate them yearly. The staff and administration feel they are not in need of a change, although with current terminology, the name “ESLR’s” should be changed to “Schoolwide Learner Outcomes”.</p>	
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**Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes**

**Indicator:** The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision, mission and schoolwide learner outcomes are effective.

**Prompt:** *Evaluate the effectiveness of the processes.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Under the leadership of the administration at the high school, the entire school community developed the mission, vision and ESLR’s. Many staff meetings included time spent developing these statements. Parents, students, teachers, and administrators had input in the development process.</p>	<p>Staff meeting agendas and site council minutes</p>

**Understanding of Vision, Mission, and Schoolwide Learner Outcomes**

**Indicator:** Students, parents, and other members of the school community demonstrate understanding of and commitment to the vision, mission, and schoolwide learner outcomes.

**Prompt:** Evaluate the degree to which the school ensures that students, parents, and other members of the school’s community understand and are committed to the school’s vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
Ripon High has the school’s vision, mission and ESLR’s (changing to SLO’s) on the website, but we do not know to what extent the community truly understands them and is committed to them. We need to survey the community to discover its understanding and commitment. The ESLR’s (changing to SLO’s) are incorporated into our culture, but not necessarily explicitly identified in daily classroom activities. It is not clear that all classrooms consciously address the ESLR’s (changing to SLO’s) and how they are embedded into daily assignments.	<a href="#">RHS Website</a> Classroom Observations

**Regular Review and Revision**

**Indicator:** The school is implementing an effective process for regular review/revision of the school vision, mission, and schoolwide learner outcomes based on student needs, global, national, and local needs, and community conditions.

**Prompt:** Evaluate the effectiveness of the process for revising these statements with wide involvement.

Findings	Supporting Evidence
There has not been wide involvement in revising these statements. The staff and administration have reviewed them annually, and currently feel they are effective. They will be updated in conjunction with the district’s review and adoption of a new strategic plan in 2016.	Staff meeting agendas

**Conclusions**

**Prompt:** Comment on the degree to which this criterion is being addressed.

Findings	Supporting Evidence
The school has a clearly stated mission and vision statement. The ESLR’s are in the process of being changed to Schoolwide Learner Outcomes. Both the September staff meeting and the professional development day included time spent revising the ESLR’s to become SLO’s. Focus groups also spent time in September to revise the SLO’s. There is a need to include the	Staff meeting agendas Professional Development Day materials



entire school community in the review process of these statements.	
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**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
The needs of our critical learners are reviewed on a regular basis through encouraging best teaching strategies and implementing instructional improvements for students.	Staff meeting agendas and professional development Implementation of READ 180 and Common Core State Standards

**A2. Governance Criterion**

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic standards based on data-driven instructional decisions 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 (LEA) plan.

**Indicators with Prompts**

**Governing Board**

**Indicator:** The policies and procedures are clear regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

**Prompt:** *Provide evidence that the policies and procedures regarding the selection, composition, and specific duties of the governing board, including the frequency and regularity of board meetings are clear.*

Findings	Supporting Evidence
<p>Five trustees, the superintendent, and one student representative sit on the Ripon Unified School Board of Education. Trustees are elected by the local constituencies and serve a four-year term. The student representative is selected from high school students who submit applications. The student representative does not have voting rights. The location of the board meetings is the Ripon City Hall and is scheduled for the second Monday of each month. The location and times are posted on the RUSD website and at the RUSD office. All stakeholders are encouraged to attend. A short biography of the board members is on the RUSD website, along with each member’s email address. Board policies are available on the RUSD website. Board agendas and minutes are posted on the website.</p>	<p><a href="#">RUSD Website</a> Posting outside RUSD office</p>

**Relationship of Governance to Vision, Mission, and Schoolwide Learner Outcomes**

**Indicator:** The governing board’s policies are directly connected to the school’s vision, mission, and schoolwide learner outcomes.

**Prompt:** *Evaluate the adequacy of the policies to support the school’s vision, mission, and schoolwide learner outcomes through its programs and operations.*

Findings	Supporting Evidence
<p>The district has policies and bylaws that govern the programs and operations of the high school. The site administration oversees the implementation of these policies and bylaws. <u>Leadership Team</u></p>	<p><a href="#">RUSD Website</a> Department Chair Meeting Agendas</p>

<p>The department chairs and the administration comprise the leadership team. The Leadership Team meets monthly to discuss current school issues.</p>	<p>Department Meeting Agendas</p>
<p><u>Departments</u> Departments meet weekly during collaboration time which is prior to students arriving on Wednesdays. These meetings distribute information from the Department Chair Meetings and address department-specific issues.</p> <p><u>Staff Meetings</u> All teaching staff meets once per month. The school secretary sends out the dates at the beginning of the year. Staff meetings emphasize the priorities set by the Site Administration and Department Chairs.</p> <p><u>School Site Council</u> The School Site Council meets once a month. It is composed of the administration, teaching staff, and parents. This group makes decisions regarding school policies and procedures.</p> <p><u>Associated Student Body</u> The student leadership meets daily in a scheduled class with the school’s Activity Director. They plan school activities and deal with the ASB funds.</p>	<p><a href="#">Staff/Department Meeting Schedule</a> Staff Meeting Agendas</p> <p>School Site Council Minutes</p> <p>ASB Minutes</p>

**Additional Online Instruction Prompt:** *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school’s use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
<p>There is an internet use agreement signed by students and parents.</p> <p>Chromebooks on carts were purchased and are available for teacher checkout and state testing.</p> <p>Students who are deficient in graduation requirements are eligible to take online instruction (Grad Point).</p>	<p>Internet use agreement</p> <p>Chromebook Carts</p> <p>Grad Point</p>

### Understanding the Role of the Governing Board

**Indicator:** The school community understands the governing board’s role, including how parents can participate in the school’s governance.

**Prompt:** *Evaluate the ways the school community and parents are informed as to how they can participate in the school’s governance.*

Findings	Supporting Evidence
District does make an effort to keep community informed of meetings and events. These are posted in the newspaper, on the district’s website, and outside the district office.	<a href="#">RUSD Website</a> local newspaper, posted at District office

**Governing Board’s Involvement in Review and Refinement**

**Indicator:** The governing board is involved in the regular review and refinement of the school’s vision and purpose and schoolwide learner outcomes.

**Prompt:** *Evaluate the processes for involving the governing board in the regular review and refinement of the school’s vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
Annually, the board reviews and approves the high school’s vision, mission and schoolwide learner outcomes. RUSD and members of the board of trustees spent several weeks meeting with staff members and administrators from different sites, parents, and students to develop a cohesive vision and purpose for the district which was intended to guide the process for Ripon Unified School District. Teachers and administrators at Ripon High then met to develop a vision statement aligned with the vision of the district. The Ripon Unified School District trustees are also committed to being a part of their governing area’s community, frequently attending events at individual sites and reporting on pertinent issues at each board meeting. Reports on attendance, discipline, test scores, and benchmarks are presented to the school board throughout the year.	<a href="#">School Board Minutes</a>  <a href="#">RUSD Vision and Mission</a>

**Professional Staff and Governing Board**

**Indicator:** There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

**Prompt:** *Determine whether there is clear understanding about the relationship between the governing board and the responsibilities of the professional staff and how that understanding is developed and maintained.*

Findings	Supporting Evidence
The RUSD Board of Trustees works closely with the Superintendent, who in turn meets with groups of district personnel and the different school’s administrators (5 elementary school, the continuation school, and RHS). It is then the responsibility of these groups to oversee the implementation of policy with their constituents.	<a href="#">RUSD Board Policies</a>

**Board’s Evaluation/Monitoring Procedures**

**Indicator:** There is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school operations, and fiscal health of the school.

**Prompt:** *Determine the degree to which there is clarity of the evaluation and monitoring procedures carried out by the governing board.*

Findings	Supporting Evidence
The school board meets monthly to discuss a variety of topics. The board monitors student performance, overall school operations, and the fiscal health of the district.	<a href="#">School Board Minutes</a>

**Complaint and Conflict Resolution Procedures**

**Indicator:** Comment on the effectiveness of the established governing board/school’s complaint and conflict resolution procedures.

Findings	Supporting Evidence
Board policy 1312.3 specifically states how complaints are handled. The policy is available on the district website and explains the process for complaints and conflict resolution.	<a href="#">Uniform Complaint Procedure</a>

**Conclusions**

**Indicator:** Consider other information that impacts the degree to which the school is meeting this criterion.

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
The school board meets monthly to review and approve district policies. These policies are then communicated to school sites through district-level administrative meetings. The site administrators communicate and implement these policies through staff meetings, staff development days, department chair meetings, all staff collaboration and intra-district emails.	School Board Meeting Minutes Administrative Meeting Agendas RHS Staff Meeting Agendas Staff Development Days Agendas Department Chair Meeting Agendas Intra-District Emails

**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
School board policies ensure that the mission of the district is carried out at the school site level. Board policies are based on state law and generally in a format recommended by the	<a href="#">School Board Policies</a>

California School Board Association with room for individual variety particular to the school district.	
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**A3. Leadership and Staff Criterion**

Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes 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.

**Indicators with Prompts**

**Broad-Based and Collaborative**

**Indicator:** The school’s planning process is broad-based, collaborative, and has commitment of the stakeholders, including the staff, students, and parents.

**Prompt:** *Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders, including the staff, students, and parents.*

Findings	Supporting Evidence
The school yearly plan (and 5 year) approved by staff and site council. Data is analyzed by department and leadership teams and used to form curriculum calendars. Teachers and administrators create annual goals through Individual Professional Development Plans.	<a href="#">2013-14 Single Plan for Student Achievement</a>  <a href="#">LEA Program Improvement Plan</a>  <a href="#">2013-14 School Accountability Report Card</a>  Weekly collaboration meetings and department chair meetings

**School Plan Correlated to Student Learning**

**Indicator:** The school’s Single Plan for Student Achievement is directly correlated to the analysis of student achievement data about the critical learner needs, schoolwide learner outcomes, and academic standards.

**Prompt:** *How do staff ensure that the analysis of student achievement of the critical learner needs, schoolwide learner outcomes, and academic standards are incorporated into the plan and impact the development, implementation, and monitoring of the plan?*

Findings	Supporting Evidence
Staff meets in departments on a weekly basis to collaborate and use data to drive curriculum and strive to meet the needs of all students, including the unique needs of the critical learners.	Departmental meetings

**Correlation between All Resources, Schoolwide Learner Outcomes, and Plan**

**Indicator:** There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishment of the Single Plan for Student Achievement.

**Prompt:** *Evaluate the degree to which the allocation of all resources support the implementation, monitoring, and accomplishment of the Single Plan for Student Achievement.*

Findings	Supporting Evidence
Department budgets are set to align with Single Plan for Student Achievement as the driving force. Requests for supplemental teaching materials and professional development are approved with the priority of addressing the school goals and objectives.	<a href="#">2013-14 Single Plan for Student Achievement</a> Departmental budgets

**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Professional development opportunities have focused on increased instruction of common core curricula, with Single Plan for Student Achievement being a consideration as well.	Summer workshops in various content areas Inservice days before and during the school year Great Valley Writing Project presenters

**Prompt:** *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Using both the Single Plan for Student Achievement and the Common Core philosophy to guide curriculum and materials, the staff has a clear understanding of what students' needs are, and can better address the issue of closing the gap in terms of academic achievement.	Curriculum Calendars Syllabi Assessment Materials CAHSEE Results CELDT Student Progress GECAC Tutoring RHS Math Tutoring Increased EL Paraprofessional time for instructional support by 3.5 hours a day.



#### A4. Leadership and Staff Criterion

A qualified staff facilitates achievement of the academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development.

##### Indicators with Prompts

##### Employment Policies and Practices

**Indicator:** The school has clear employment policies and practices related to qualification requirements of staff.

**Prompt:** *Evaluate the clarity of employment policies and practices related to qualification/statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation.*

Findings	Supporting Evidence
Job descriptions are in board policy. The district uses EdJoin to post vacancies and collect applications. Candidates are interviewed by a board of administrators and teachers.	<a href="#">Job Descriptions</a> <a href="#">EdJoin</a>

##### Qualifications of Staff

**Indicator:** The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

**Prompt:** *Evaluate the procedures to ensure all staff members in all programs, including online instruction based on staff background, training and preparation are qualified for their responsibilities within any type of instruction to ensure quality student learning.*

Findings	Supporting Evidence
The district human resource department collects applications via EdJoin and forwards qualified candidates to school administrators. School sites are responsible for contacting applicants, conducting interviews, and performing background checks. School administrators are responsible for forwarding a “To Hire” form to the district office with the name of the recommended candidate. The district human resource department checks credentialing and other qualifications for the recommended candidate.	Personnel files in district office <a href="#">RHS Staff Credentials</a>

##### Maximum Use of Staff Expertise

**Indicator:** The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning.

**Prompt:** *Evaluate the process to assign staff members and provide an appropriate orientation process to ensure all staff are qualified and prepared for their responsibilities including any type of online instruction.*

Findings	Supporting Evidence
Departments and administration work together to properly assign staff. Department chairs work with school administrators to consider each position and assign teachers based on how they may benefit the students. Staff development and inservice training are provided to staff (especially common core training).	Approved teacher training  <a href="#">Math Common Core Training example</a> attended by math teachers

### Defining and Understanding Practices/Relationships

**Indicator:** The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

**Prompt:** *Evaluate the administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
We have an updated handbook that is distributed to new hires. The handbook contains policies, operational practices, and decision-making processes to guide new teachers. Unfortunately there is no electronic copy and the handbook is not easily accessible to all teachers.	<a href="#">New Teacher Handbook</a>

### Internal Communication and Planning

**Indicator:** The school has effective existing structures for internal communication, planning, and resolving differences.

**Prompt:** *How effective are the existing structures for internal communication, planning, and resolving differences?*

Findings	Supporting Evidence
Email is available to all staff. Phones are in all rooms (on campus contact) Every Wednesday is a designated collaboration day where school starts fifty minutes later than the other days. This time is used specifically for teacher and department collaboration.	Phones and technology in all rooms and email addresses to all staff.  <a href="#">Weekly schedule.</a>

### Staff Actions/Accountability to Support Learning

**Indicator:** The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

**Prompt:** *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs? Provide representative examples and data regarding impact on student learning.*

Findings	Supporting Evidence
Teacher-coaches had training in the 2013-2014 school year and hope to continue to implement the process if allowed time during the school day to coach other teachers. Staff collaboration occurs on Wednesday mornings. Staff meets as a whole once a month.	Schedule Staff meeting agendas

**Evaluation of Existing Processes**

**Indicator:** The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

**Prompt:** *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

Findings	Supporting Evidence
Administrators regularly visit classrooms for informal evaluations. There are monthly department chair meetings. Administration meets with District leaders to review student data to identify critical learner needs. These are discussed at staff meetings and plans are made to address each need.	Department Chair meeting agendas

**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
This school year there has been an increase in paraprofessional help with our EL and SD populations because of increased Title I funding. They are working with teachers to increase the performance of our subgroups.	EL and SD paraprofessional daily hours increased Teacher/paraprofessional collaboration is ongoing

**Prompt:** *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
EL and SD students benefit from increased paraprofessional time spent working in small groups or individually to help students address their needs.	Student performance levels on assessments Examination of Student work

**A5. Leadership and Staff Criterion**

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

**Indicators with Prompts**

**Support of Professional Development**

**Indicator:** The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes.

**Prompt:** *How effective are the school’s supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>Each year teachers are evaluated by administrators on a rotating basis. The evaluation process is designed to identify areas of strength, but to also promote development in areas of potential growth.</p> <p>Teachers attend professional development by district and outside district (common core funding has allowed for more of this training. Ripon High School has a highly professional and dedicated staff. Teachers and departments work together on site attending professional development and workshops to learn best teaching practices. BTSA also provides training on an ongoing basis for teachers to clear their preliminary credential.</p>	<p><a href="#">Academic Calendar</a></p> <p>Teacher attend training, especially common core.</p>

**Supervision and Evaluation**

**Indicator:** The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

**Prompt:** *How effective is the school’s supervision and evaluation procedures in order to promote professional growth of staff?*

Findings	Supporting Evidence
<p>Each staff member creates an individual professional development plan to create yearly goals.</p> <p>Administration is regularly in classrooms doing classroom visitations, providing suggestions, commendations, and advice as needed.</p> <p>Professional development is managed by the district Professional Development Coordinator. They meet with assistant superintendent and principals and consider</p>	<p><a href="#">Individual Professional Development Plan</a></p>

<p>instructional norms, Common Core, AP testing, pending PI status and teacher needs to create a professional development plan.</p>	
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**Additional Online Instruction Prompt:** How effective is the school’s supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?

**Measurable Effect of Professional Development**

**Indicator:** There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

**Prompt:** *Comment on the effectiveness of the processes in determining the measurable effect of professional development, coaching, and mentoring on student performance. Provide evidence about whether the professional development/learning has had a positive impact on student learning.*

Findings	Supporting Evidence
<p>Each year the staff meets to identify specific areas on which to focus professional development. Once the areas are identified staff meets in departments regularly to collaborate and share ideas related to these areas.</p> <p>Departments meet to analyze data from both standardized assessments and common assessments and discuss strategies to improve student learning.</p> <p>It is difficult to define the specific processes by which the effectiveness of professional development is measured at Ripon High School. However, the staff has engaged in several informal measures in order to encourage professional development amongst each other. For example one English teacher volunteered her prep to help a PE class once a week to improve their writing skills and encourage the teacher to include writing in the curriculum.</p>	<p>Staff meeting agenda</p> <p><a href="#">Student Samples</a></p>

**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
There is a need to increase the use of data to drive academic planning. While many teachers and departments do this individually and informally, using professional development to address specific student needs remains an ongoing discussion.	

**Prompt:** *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
Data driven professional development is crucial in both identifying and addressing the school's identified Student Learning Objectives.	SLO's

**A6. Resources Criterion**

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 schoolwide learner outcomes.

**Indicators with Prompts**

**Allocation Decisions**

**Indicator:** There is a relationship between the decisions about resource allocations, the school’s vision, mission, and student achievement of the schoolwide learner outcomes and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

**Prompt:** *To what extent are resources allocated to meet the school’s vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes and the academic standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
<p>Annually, the Single Plan for Student Achievement is reviewed, revised, and adopted at the School Site Council.</p> <p>Due to the fact that the Site Council consists of representation from students, parents, certificated and classified staff, there is direct involvement of stakeholders in resource allocations.</p>	<p><a href="#">2013-14 Single Plan for Student Achievement</a> School Site Council Minutes</p>

**Practices**

**Indicator:** There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note:** Some of this may be more district-based than school-based.)

**Prompt:** *Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
<p>Annually, the district provides the high school with a budget. The site decides how the monies will be divided. The site administrator informs each department of its budget. Ripon High also employs an ASB bookkeeper for accounting purposes. Additionally, the Ripon High Booster Club raises funds annually to support curricular, co-curricular, and</p>	<p>School Budget RHS Booster Club Meeting Minutes, Annual Budget ASB Budget, funds information</p>

<p>extracurricular needs for both students and staff. The district conducts both an internal and external audit annually following the state guidelines.</p>	
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**Facilities**

**Indicator:** The school’s facilities are adequate to meet the school’s vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

**Prompt:** *Specifically, to what extent do the facilities support the school’s vision, mission, schoolwide learner outcomes, the educational program, and the health and safety needs of students?*

Findings	Supporting Evidence
<p>Campuswide is wi-fi enabled. Carts of Chromebooks are available for classroom use, and there are three computer labs on campus. The campus is safe and facilities support the school’s vision, mission, and SLO’s. More consistent maintenance is returning since the economic downturn.</p>	<p>Facilities</p>

**Instructional Materials and Equipment**

**Indicator:** The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

**Prompt:** *Evaluate the effectiveness of the policies procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, manipulatives, and laboratory materials for instruction including online.*

*Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate technology and software for all instruction, including online.*

Findings	Supporting Evidence
<p>The high school has bought books. There are two computer Labs on campus. The Booster Club has been revitalized and one of their specific areas of emphasis is to help upgrade technology.</p>	<p>Library inventory of chromebooks Booster Club minutes Booster Club Bulletin Board in the Staff Lounge</p>



### Well-Qualified Staff

**Indicator:** Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

**Prompt:** *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college career preparation programs are in place.*

Findings	Supporting Evidence
Ripon High does provide resources for ongoing professional development, including Common Core training, Advanced Placement training and follow-up conferences, Instructional Rounds Participation, Writing for Literacy and other content area specific professional development opportunities.	Common Core Training Workshops, Advanced Placement Summer Conferences, GVWP Writing Seminars, In-service Programs

### Long-Range Planning

**Indicator:** The district and school’s processes for regularly and effectively examining a long-range plan ensures the continual availability and coordination of appropriate resources supports students’ achievement of the critical learner needs, the academic standards, and the schoolwide learner outcomes.

**Prompt:** *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
The district has a 5-year plan that is used to develop yearly goals. The site uses the 5-year plan and the district’s yearly goals to set site goals for each year. There is also a district technology plan that outlines technology goals for the district. A new district Facilities Master Plan will guide the district in future facilities decisions.	RUSD 5-Year Plan <a href="#">Facilities Master Plan</a> <a href="#">Technology Plan</a>

### Conclusions

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
Due to the recent economic uncertainties in California, little long range planning has occurred in RUSD. Now that the economy is improving, we will be getting back on track.	California State Budget for education

**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
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Ripon High School WASC/CDE Self-Study Report

<p>This has not adversely affected RHS. We are still able to move forward with training, getting supplies, and making long range plans for academic programming and facility improvements.</p>	<p>RHS Site Budget</p>
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**Category B: Standards-based Student Learning: Curriculum**

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Specialized programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

**Note:** In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

**B1. Curriculum Criterion**

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

**Indicators with Prompts**

**Current Educational Research and Thinking**

**Indicator:** The school provides examples that document the effective use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

**Prompt:** *Comment on the effective use of current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students. Examine the effectiveness of how the school staff stay current and relevant and revise the curriculum appropriately within the curricular review cycle.*

Findings	Supporting Evidence
<p>Ripon High School strives to provide all students with a rigorous, standards-based academic curriculum. In all subjects, efforts have been made to clearly define objectives for each unit. Lessons are multifaceted and include direct instruction, checking for understanding, teacher-directed discussion, problem solving and, student presentations. All academic courses conform to research based standards. We are transitioning from California State Standards to Common Core Standards in all courses. AP courses meet college board standards which increasingly emphasize essential “skills” as well as essential knowledge. Ripon High continues to increase the number of AP courses offered as well as the number of students enrolled in the AP programs.</p>	<p><a href="#">CAHSEE and CST results</a>  <a href="#">Great Valley Writing Project</a>  <a href="#">Common Core Workshops</a>  <a href="#">Common Core Math excerpt</a>                      Staff development.                      AP Enrollment  <a href="#">AP Biology Framework</a>  <a href="#">AP Bio Course Description</a>  <a href="#">Course Catalogue</a>                      AP Scores</p>

<p>All teachers have received training in Common Core Standards through staff development days and teachers from each department have attended workshops to gather information to implement and share.</p>	
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**Academic Standards for Each Area**

**Indicator:** The school has defined academic standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC “a-g” requirements.

**Prompt:** *Evaluate to what extent there are defined academic standards for each subject area, course, and/or program (e.g., college/career) that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements?*

Findings	Supporting Evidence
<p><u>Textbooks</u> All courses that requires textbooks use textbooks that conform to the California State Standards. Teachers are the central element in textbook selection. After being given a list of possible texts, the members of a department review the textbooks and then make a selection. Choices are submitted to the administration for final approval.</p> <p><u>Requirements a-g and California State Standards</u> All courses taught at Ripon High School are in the process of transitioning into an ongoing implementation of the Common Core State Standards. For the past several years, all courses at Ripon High School have been aligned with the California State standards. Teachers have used these standards as the guideline for developing their objectives and lessons.</p> <p><u>Common Core Standards</u> Currently the teachers and other stakeholders at Ripon High School are making a concerted effort to develop curriculum which includes Common Core Standards. Several staff development days in the past year have been fully allocated to the exposure to and training in the use of Common Core Standards, specifically in reading and writing across the curriculum.</p>	<p><a href="#">Common Core Math excerpt</a> <a href="#">Math Assignment</a> <a href="#">English I Lesson</a> <a href="#">History Lesson: Scaffolding</a></p>

<p><u>New Courses and Programs</u></p> <p>Ripon High School has adopted the Expository Reading and Writing Curriculum (ERWC) for the College Prep senior English classes. The ERWC focuses on preparing students for college and career readiness in reading and writing, and integrates a large variety of non-fiction texts into the curriculum. If passed successfully (with a C or higher), this class also exempts students from the College Entrance Exams in English for the University of California and California State University school systems.</p> <p><u>International Math</u></p> <p>Ripon High is starting to incorporate International Math into the mathematics courses being offered at this school. International math integrates various math subjects into the coursework for both semesters. We have started with International Math 1 and International Math A. International 1 includes coursework in algebra, geometry, probability, and statistics. As we move forward into future math courses, we will offer international math in higher level courses. International Math A covers the same material as International 1, but progresses at a slower pace. The goal of this program is to prepare students academically to excel on the common core exams.</p> <p><u>Attending Workshops</u></p> <p>The district has set aside funds for teachers to attend <u>workshops for professional development in common core and subject specific content.</u> Workshops attended this year are San Joaquin NGSS Workshop,</p> <p><u>Collaboration</u></p> <p>The teachers are given an allotted amount of time to meet weekly with departments to align curriculum and discuss possible adjustments. The departments meet as a whole, and then follow by grade-level. These collaboration meetings take place throughout the school year.</p>	
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**Congruence**

**Indicator:** There is congruence between the actual concepts and skills taught, the academic

standards and the schoolwide learner outcomes.

**Prompt:** *Evaluate the extent to which there is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>The schoolwide learner outcomes at Ripon High School are students that are academic achievers, community contributors and effective communicators. The students at RHS consistently have had a very high pass percentage of the CAHSEE and Ripon High also consistently scores at the top for API scores in San Joaquin and surrounding counties. Students taking AP courses regularly score above the national average in spite of the fact that in many schools not all AP students take the exam.</p> <p>Most courses at RHS, though demanding, have very high levels of achievement. Several academic clubs exist to foster and encourage academic achievement. These include Renaissance Club which tangibly rewards high performing students on a semester by semester basis. California Scholastic Federation (CSF) recognizes students who have consistently shown academic excellence throughout their high school years. These students wear silver or gold tassels at graduation and receive recognition on their diplomas. Block R, a leadership club, also exists at RHS.</p> <p>All students are required to do community service as part of the Health curriculum. The ASB conducts a food drive every Thanksgiving and provides meals for less fortunate families in the area. JROTC has a Toys for Tots drive every Christmas. Also at Christmas the FFA has a “Giving Tree” and last year provided presents to 150 children. The FFA also is involved in the community’s Main Street Days, provides a community petting zoo, participates in the Ripon Almond Blossom Festival and Ag Fest and also helps out at Bethany Home (a senior care facility in town). The Ripon High Ag Department also participate in the San Joaquin County Fair.</p> <p>Many Ripon High juniors and seniors serve as Science Camp Counselors for the elementary schools in town.</p> <p>Ripon students participate in the Drive-Safe campaign, Susan G. Komen’s Race for the Cure, and Relay for Life as well as Rina’s Run which is sponsored by the Ripon Community Athletic Foundation.</p>	<p><a href="#">CAHSEE data</a></p> <p><a href="#">API results</a></p> <p><a href="#">AP Bio lab report</a></p> <p><a href="#">The Tomahawk</a></p> <p><a href="#">Ag Dept. Brochure</a></p> <p><a href="#">Ripon High Clubs and Organizations</a></p>

<p>Ripon High Staff continue to receive training and implement strategies through the Great Valley Writing Project.</p> <p>Most core courses and many electives include written reports and/or oral presentations in the curriculum. Students running for ASB or class offices must give speeches in front of large groups of students. FFA members perform speeches and Ripon High students make speeches for the Ripon Rotary and Soroptomist Clubs. The JROTC participates in several drill team competitions each year. The Drama department puts on a fall and spring performance. Choir and Band put on several concerts each year including visits to the elementary schools. Student art is displayed in the library and this past year art of Ripon students was displayed at a show at the Haagen Museum in Stockton, California. The English department hosts a Poetry Cafe each April at the downtown library. Students also design and edit the yearbook and communicate via <i>The Tomahawk</i> an online campus newspaper.</p>	
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**Student Work — Engagement in Learning**

**Indicator:** The school’s examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

**Prompt:** *Evaluate to what extent the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the addressing of the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>In the AP Biology Laboratory reports students demonstrate a working knowledge of plant mechanisms and the environmental variables that influence these mechanisms. They further demonstrate an ability to record, analyze and properly interpret data. This is a primary element of Common Core practices. Students are expected to make claims and support claims with evidence. Synthesis of the data through graphic representation and conclusion statements demonstrate effective communication skills. Understanding how factors in the environment may affect organisms in the ecosystem help students care for the ecosystem and contribute to their community more effectively.</p> <p>The 3-D models constructed by biology students reveal an</p>	<p><a href="#">AP Student Lab Anatomy “Cell Story”</a></p> <p><a href="#">Honors Biology protein model</a></p>

<p>academic mastery of cellular structure and function standards. Students are graded for effective representation of these cellular structures as a form of visual communication. Anatomy and Physiology students demonstrate mastery of cellular structure and function through a different modality. They relate the functional organization of a cell to organizations in human society. This calls for community awareness, effective communication and analytical ability. Honors Biology students learn the complex hierarchy of protein structure through the step-wise construction of protein models.</p>	
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**Accessibility of All Students to Curriculum**

**Indicator:** A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school’s instructional practices and other activities facilitate access and success for special needs students.

**Prompt:** *Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs. How do school staff define rigor, relevance, and coherence? To what extent do the instructional practices of teachers and other activities facilitate access and success for special needs students?*

Findings	Supporting Evidence
<p>Students are supported through specialized programs including English Language Development (ELD), Special Education, and Migrant Education. Special Education services are offered through our Resource Specialist Program (RSP). Special education and regular education teachers continue to work together to meet students’ needs. Also Parallel Curriculum is available for all core courses through the Learning Center. An advisory curriculum began to be implemented two years ago and continues to be developed. Teachers are working toward making their lessons relevant to students’ individual needs by preparing them to meet their IEP goals. As part of the curriculum, there has been a concerted effort to connect learning to prior knowledge. This is perhaps best seen in the direct instruction technique, but is also a result of standards-based learning progression and scaffolding within departmental areas. Also by scaffolding, modeling and checking for understanding on a regular basis teachers strive to give all students the tools they need to be successful in all of their classes.</p>	<p><a href="#">IEP/504 samples</a>  <a href="#">School Plan</a> Parallel Curriculum data Advisory Curriculum samples</p>



**Additional Online Instruction Prompt:** *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

Findings	Supporting Evidence
<p>Ripon High tailors personal learning plans to meet students’ academic needs and prepares them to meet or exceed academic standards and the school’s ESLRs.</p> <p>Ripon High School offers all students a college-preparatory education through its graduation requirements, and encourages students to take additional coursework that meets A-G requirements. Counseling is a critical component in helping each student find a pathway to success at RHS. The counseling department provides a comprehensive program that helps each student set goals, select appropriate and rigorous courses, and develop disciplines for personal, academic and vocational success. Typically students remain with the same counselor all four years fostering close relationships and informed decisions. In the spring counselors conduct group presentations with students in their English classes. Guidance is given to help students select courses for the following year with the help of the Ripon High Course Catalogue. Parents are sent home information packets and invited to contact counseling if they have any questions.</p> <p>At the recommendation of parents, the school added parent information workshops to educate parents on the college application process. Upon request, the counselors, student and parents develop the student’s four year plan and discuss post-secondary options. Counselors closely monitor each student’s academic progress and advise students and parents about A-G, honors and AP options as well as provide information for academic and emotional support available to students on campus. Students are also encouraged to seek advice from subject-area teachers for courses the students are considering. School Board policy excuses students who are absent in order to visit colleges.</p> <p>All students meet once a week for 25 minutes with an advisory teacher in classes of approximately 20 to 25 students. These advisory classes are designed to be with the same teacher for all four years and serve as an additional tool for building relationships, providing information as well as ongoing academic and social guidance.</p>	<p><a href="#">Ripon High Course Catalogue</a>  <a href="#">Course Enrollments</a>            AP Contracts  <a href="#">Parent Newsletters</a>            AP Night Presentations (sample)</p>

<p>RHS has high expectations for each student. Over 70% of next year’s freshmen are enrolled in courses equivalent to Algebra I or higher and over one third of the freshmen are enrolled in English I Honors. Ninety percent of the sophomores are enrolled in Biology. According to current rosters a majority of RHS students will have taken a third year of Spanish and also one-third have taken Chemistry by their junior year. It is possible for capable and motivated students to take Geometry at RHS during their eighth grade year and in this way they are eligible to take Algebra II and Chemistry as freshmen. More than twenty incoming freshmen are currently doing this.</p> <p>Ripon High School has continued to increase the number of AP courses over the past several years and currently offers ten AP courses. All AP courses give a summer assignment for which the students will receive a grade. Also, all AP courses highly recommend students to take the AP Exam in the spring. We counsel students and parents regarding the curriculum course expectations and summer work in a variety of ways. Letters are sent home clarifying for parents the expectations and rigor of these courses. An AP and Honors information Night is held in the spring for both parents and students. Students also meet with teachers in spring meetings to clarify the summer assignments and the requirements for the courses. Individual counseling appointments also help students make informed decisions. Additionally, all AP and honors students and their parents are required to sign contracts that set forth the workload expectations and grading standards.</p>	
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**Integration Among Disciplines**

**Indicator:** There is integration among disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

**Prompt:** *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
Small size of Ripon High School and the close-knit	Staff meeting minutes

<p>community facilitate communication between the departments. Weekly collaborations and monthly staff meetings provide opportunity to share and discuss ideas with other departments and disciplines. Several staff development days this past year were devoted to learning common core skills that are to be applied across the curriculum. Presenters were from the Great Valley Writing Project.</p>	<p>Collaboration minutes  <a href="#">Sample materials from staff development. (GVWP)</a></p>
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**Curricular Development, Evaluation, and Revisions**

**Indicator:** The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, grading policies, and homework policy, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

**Prompt:** *Comment on the effectiveness of the school’s curriculum review, evaluation, and review processes to ensure student needs are being met through the curriculum; include the extent to which there is involvement of key stakeholders.*

Findings	Supporting Evidence
<p><u>Course Selection</u>  <u>Grading Policies</u>                      Teachers communicate course policies and expectations at the beginning of each year to both students and parents through course syllabi. Student progress can be monitored constantly through the on-line AERIES grading program. Reports for all students are sent home at four weeks and nine weeks each quarter.  <u>Counseling</u></p>	<p><a href="#">Course Selection Guide</a></p>

**Policies — Rigorous, Relevant, Coherent Curriculum**

**Indicator:** The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

**Prompt:** *Determine the extent to which key stakeholders are involved in the selection and evaluation of the curriculum to ensure it matches the school’s mission and schoolwide learner outcomes. Particularly evaluate the strategies used to solicit teacher input into the design of the curriculum and the use of technology within the curriculum.*

Findings	Supporting Evidence
<p><u>AERIES</u>                      All teachers enter grades on AERIES, an online education web site. Parents and students are able to access students’ grades at any time with a personal password. This immediate access has increased student and parent communication with</p>	<p><a href="#">AERIES portal info</a></p>

<p>teachers and administration as they are always in the information loop.</p> <p><u>Google Docs</u></p> <p>Several Teachers at Ripon High School are currently using Google Docs with their classes. This allows for information to be shared, worked on collaboratively, and evaluated as a class and allows students to be more involved in the learning process.</p> <p>All teachers have received training in the use of Google Docs in a recent in-service. Several useful applications were demonstrated and teachers were able to develop their own strategies for implementation of this great educational tool. One of the goals of Ripon High is to continue to advance the use of such effective technological tools in the curriculum.</p> <p><u>Turn-it-in</u></p> <p>Ripon High School has a paid subscription to the website <a href="http://www.turnitin.com">www.turnitin.com</a>, a “cloud-based service for originality checking, online grading and peer review saves instructors time and provides rich feedback to students” (Turnitin, 2014). As of this year, the English department has implemented it in most of their classes to check for plagiarism, grammar, peer editing, and grading of essays.</p> <p>Earth Science has been piloting a program using Geographic Information Systems to collect data for assignments which students submit through Edmodo.</p> <p>Anatomy and Physiology classes use smartphones to capture images through microscopes for the “tissues” unit. Interaction with these images makes identification of specific structures much clearer for both students and teacher and gives students “ownership” of the information.</p> <p>Anatomy students have also taken the initiative to put identification demos for gross anatomy quizzes on YouTube as a study aid for themselves and their classmates.</p> <p>Technology Courses include APPS 2, Web Design, Advanced Computers and Business Publications,</p> <p>AutoCAD is a computer aided drafting program that is used industry-wide. Utilizing local industry contacts, it was determined that students should have a basic understanding of</p>	
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<p>the program in order to be ready for career possibilities within the design and manufacturing job market. The use of AutoCAD in the classroom is directly related to student hands on projects in the construction and fabrication classes.</p> <p><u>STEM</u> There are currently two math and two science teachers at Ripon High involved in the STEM (Science Technology Engineering and Mathematics) curriculum development and collaboration program through the San Joaquin County Office of Education.</p> <p>Gradpoint is a credit recovery program used by students to earn credits for failed courses and put them back on track for graduation. This is a computer based program and is offered to juniors and seniors needing credits. The program is monitored by teaching staff and offered a period during the school day as well as after school. Students sign a contract for enrollment in the classes and can work on the coursework outside of the computer lab. However, all tests are overseen by the teacher and grades are issued by the teacher as well.</p> <p>Read 180- is a reading program provided to support special education critical learners. This program has been proven effective to increase reading fluency, vocabulary development, comprehension, and writing skills. The program has been implemented in parallel English classes for freshmen and sophomores. The Read 180 program uses computer software and a Chromebook as a tool in implementation of the program.</p>	
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**Articulation and Follow-up Studies**

**Indicator:** The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**Prompt:** *Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
Ripon high communicates with post-secondary institutions to ensure student success at the college level. This includes	<a href="#">A-G Courses (Selection Guide)</a> JROTC data

<p>collaboration between the counseling office and the UC and CSU systems and the planning of curriculum to meet challenging A-G entrance requirements. Additionally, as many of our students attend local community colleges such as Modesto Junior College, we encourage students to enroll in community college courses to jump start their career and vocational goals.</p> <p>Ripon High School uses a variety sources to determine students' entrance into college or career and technical training programs and the agriculture and JROTC programs track the post high school success of their program participants. Additionally, the counseling office keeps records of students through graduate surveys as well as data from state and community colleges concerning student enrollments and transcript requests.</p> <p>Special Ed teachers at RHS communicate with the disability services at Modesto Junior College and San Joaquin Delta College invite speakers to talk to a group of special education students who are seeking higher education. Furthermore a visitation trip to those campuses are organized in the spring to introduce special education students to the campus, complete pre-enrollment for priority registration, and to advocate for services available through disability service at each community college.</p> <p><u>Eighth Grade Articulation</u>          For incoming freshmen, There is an eighth-grade parent night each spring. Counselors and teachers are available to help inform and guide parents and their students in the courses they will enroll in for their first year at Ripon High. A presentation regarding balloting, extra-curricular is given by the counselors and an area for special education and English Language programs are also covered.</p> <p><u>Eighth Grade Visits</u>          In the spring semester all 8th grade students visit the Ripon High campus. The students are split up into groups mixing all 5 schools. The groups tour different parts of the campus and</p>	<p><a href="#">Ag Minutes</a></p> <p><a href="#">Ag Program Excerpt</a></p> <p><a href="#">8th Grade Night</a></p>
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<p>experience the programs that are available at RHS. Presentations include, counseling department, leadership, agriculture department, JROTC, sports programs and clubs. This opportunity is used to ease the transition from the elementary school to the high school.</p> <p>Incoming 8th grade special education students coordinate a day with high school special education teachers to visit the campus to become familiar with the services and supports being offered to support their education needs. It also provides them with insight to Parallel curriculum and academic support classes being offered to special needs students.</p> <p><u>Science Camp</u> Junior and senior high school students get an opportunity to spend a week with our local 6th graders at science camp. These students apply and interview in order to supervise 6th graders and make connections with our elementary school students.</p> <p><u>Special Ed</u> All incoming freshman special education students have an 8<sup>th</sup> grade transition meeting in the spring of their 8<sup>th</sup> grade year. The meeting is held at their home school and a high school special education teacher is present. The high school teacher introduces the high school program, class options, and supports available to the student. The student’s freshman course ballot is filled out at this meeting and submitted to the counseling office by the high school teacher.</p>	<p><a href="#">School Plan</a></p>
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**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Ripon High School is continually trying to increase the rigor and relevance of its courses with an eye to helping all students achieve the Schoolwide Learner Outcomes, as well as by moving toward 100% a-g approval for all eligible courses.</p>	<p><a href="#">A-G Courses (Selection Guide)</a></p> <p><a href="#">NGSS</a></p> <p>Common Core State Standards</p>

<p>With the district’s support, Ripon High School has been aligning all curriculum to state standards for many years. With the advent of the Common Core standards, there is an ongoing need to revise and re-align curriculum, as well as a need to support the staff in this process.</p>	
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**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Transition meetings in the spring for special education students addresses our second critical need. The goal is to give each student the greatest opportunity for success.</p> <p>Implementation of the Read-180 program for both EL and special education students should help Ripon High School close the achievement gap and increase pass rates and college attendance for these students.</p> <p>Articulations with the community colleges empowers the special needs students and gives them incentive to succeed.</p>	



**B2. Curriculum Criterion**

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.

**Indicators with Prompts**

**Variety of Programs — Full Range of Choices**

**Indicator:** All students are able to make appropriate choices and pursue a full range of realistic college/career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students

**Prompt:** *How effective are the processes to allow all students to make appropriate choices and pursue a full range of realistic college/career and/or other educational options? Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>Ripon High prepares students for success in post-secondary education and a variety of career paths. College application workshops are offered by the counseling office. CSF organizes field trips to colleges in the area each year. Through the counseling office students have access to the Naviance college and career pathway program to help them explore post-secondary possibilities. Through the Agricultural department’s state and regional collaboration meetings with colleges, our students are well exposed to the college environment and several of our students have used the JROTC program to explore and embrace opportunities for education through military academies such as West Point.</p>	<p><a href="#">College Application and acceptance data.</a>  <a href="#">College Application Workshop</a>  <a href="#">CSF field trip article</a>  <a href="#">Ag Event News</a>                      JROTC program samples</p>

**Student-Parent-Staff Collaboration**

**Indicator:** Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, based upon a student’s learning style and college/career, and/or other educational goals. (This includes the evaluation of whether online instruction matches the student’s learning style.)

**Prompt:** *Evaluate to what extent parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan, based upon a student’s learning style and college/career and/or other educational goals.*

Findings	Supporting Evidence
<p>All students at Ripon High have access to assistance with a personal learning plan through the counseling office. Also,</p>	<p>emails                      advisory curriculum</p>

<p>teachers are available after school for discussion and help. Each student meets with an advisory teacher once a week. Ninth graders receive orientation to the school through Link Crew activities. Parents and students receive information through newsletters, the Ripon High Course Catalogue and meetings with the counselors. Also, Eighth Grade Night and Honors/AP Night provide direct access to teachers and counselors for clarification and discussion of the course expectations and the students' goals. Parents and students have access to student progress through AERIES and also have email and phone access to all Ripon High staff. Parents regularly email teachers and if the need arises, set up appointments with teachers, counselors or both.</p>	<p><a href="#">Samples of newsletters</a></p>
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**Indicator:** The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

**Prompt:** *Evaluate the effectiveness of the ways the school ensures that processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs).*

Findings	Supporting Evidence
<p>Ripon High School addresses students' schedules based on interests, goals and needs. At the beginning of each semester students have a two week window during which classes can be changed. Parents are often involved in decisions about schedule changes and teachers are usually consulted by parents via email, phone or personal contact. Throughout the year, schedules may change to meet specific goals or graduation requirements. Students' plans are revisited in the spring semester, with the most current transcript information, before classes are selected for the following year. Again, students regularly consult teachers and counselors who are familiar with their strengths and interests. For several courses teacher approval is used as a guideline for course enrollment.</p>	

### Post High School Transitions

**Indicator:** The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.

**Prompt:** *Evaluate the effectiveness of the strategies and programs to facilitate transitions to post high school options.*

Findings	Supporting Evidence
<p><u>AP Courses</u> Counselors and teachers discuss the impact of taking advanced placement courses during high school and the skills carried over to college. The exam details are discussed with parents and students at a parent information night offered in the spring each year so students understand how they can receive college credit for specific AP exam scores. The counselors show the websites where students can search for validation scores for specific courses and universities.</p> <p><u>College Workshop</u> The counseling office is assisting seniors with the college application process: filling out applications, understanding course selections for admissions, writing and revising personal statements. These workshops are offered one day a week until CSU and UC applications are closed.</p> <p><u>California Scholarship Federation</u> All students have an opportunity to qualify as a CSF member and may also receive lifetime honors by the time they graduate. The program shows that student are taking college preparatory level courses in addition to receiving high marks in each course. Students must qualify four out of six semesters beginning the sophomore year and at least one during their senior year. Students that receive lifetime honors will be given a gold cord and tassel to wear during graduation ceremony.</p> <p><u>College Tours with Ag Department</u> Perspective college bound agriculture students are given the opportunity to visit agriculture colleges in California. During the visits students meet with department heads and counselors about attending their school. Students have the opportunity to sit in on classes and visit programs they are interested in. Students are able to make face to face contact with representatives from a university that will aid them in the application process. These visits have helped students plan their high school class schedule to be accepted into the college of their choice.</p> <p><u>Counseling</u> Counselors work with students during the spring of each during balloting to make sure they are selecting courses that</p>	

<p>reflect their plans for the future. This includes 2 year, 4-year, and vocational education paths. College application workshops are offered to all students in the fall for three months and our local community college comes in the Spring to assist seniors in applying and completing assessments. Local university representative comes to campus in January to give a presentation on financial aid for college and assist in filling out the FAFSA.</p> <p><u>Naviance</u> Naviance is a web-based service used to help students through their high school four-year plan, career exploration and the college admission process. For each grade level the counselors conduct a presentation in order for students to have a path of interest before they graduate. These areas include career research and personality inventories, goal setting, academic organization, course planning, scholarships for college, college research, and organizing and submitting college application materials. Students may work in Naviance anywhere they have internet access. The counselors use the college acceptance section to organize data for students, parents, staff, and administration.</p> <p><u>Expository Reading and Writing Curriculum</u> The ERWC focuses on preparing students for college and career readiness in reading and writing. If passed successfully (with a C or higher), this class also exempts students from the College Entrance Exams in English for the University of California and California State University school systems.</p>	
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**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Ripon High School continues to expand course offerings and opportunities that will insure successful post- high school transitions. Within departments there are also constant revisions taking place to provide curriculum that will prepare students for their futures.</p> <p>Additionally, students are able to self-select courses without restriction except for having passed the prerequisite course(s)</p>	

<p>with at least a C or better. Counselors provide services to aid all students and their families in making appropriate choices as they plan for their futures.</p>	
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**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Counselors, Special Education and ELD teachers work with students to ensure appropriate pathways. All programs are open to all students who meet the requirements and all students are encouraged to push themselves toward success. Special Education services are offered through Resource Specialist Program and parallel curriculum is offered for core courses through the Learning Center. We believe that special education and regular education teachers working together make powerful teams in preparing students to meet their IEP goals.</p>	

**B3. Curriculum Criterion**

Upon completion of the high school program, students have met all the requirements of graduation.

**Indicators with Prompts**

**Real World Applications — Curriculum**

**Indicator:** All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

**Prompt:** *Evaluate ways the school ensures that all students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.*

Findings	Supporting Evidence
<p>Ripon High School has worked to develop more A-G electives for UC admission and preparation for the real world. Also, the transition to Common Core standards only increases the access to real world applications for core courses. The increase in AP courses has also improved access to these real world applications, as the AP courses encourage an even greater emphasis on student based learning.</p> <p>The science department is in the second year of using real time, real world data from which Earth Science students generate their own computer graphics.</p> <p>Through programs such as ROP courses, work experience, JROTC and vocational education courses students have access to hands-on career training and technical skills. Practical Arts courses available to RHS students include Computer Keyboarding, Culinary Arts, Yearbook, Computer Applications and Business Management. The Agriculture department gives students access to mechanics, welding, business and technology and this year is adding Ag. Environmental Science.</p> <p>The English Department, JROTC program, Leadership and Agriculture department all include skills such as resume writing and job interviews in their curriculum.</p> <p>Field trips and class projects are also used to give students access to real world experiences.</p>	<p><a href="#">Course Selection Guide</a></p>

**Meeting Graduation Requirements**

**Indicator:** The school implements academic support programs to ensure students are meeting all requirements, including the CAHSEE.

**Prompt:** *Comment on the effectiveness of the academic support programs to ensure students are meeting all requirements, including the CAHSEE.*

Findings	Supporting Evidence
<p>The counseling office ensures that students are on track to meet graduation requirements by reviewing updated transcripts with students before class selection and providing ongoing at-risk counseling for struggling students. Ripon High’s curriculum is designed to prepare students to meet state standards with an emphasis on student success on the CAHSEE. Through our efforts, Ripon High students have a very high CAHSEE passing rate. The counseling office contacts all students who did not pass the CAHSEE during their sophomore year and their parents to inform them of their options, including CAHSEE tutoring sessions and upcoming test dates. Students who have not passed the CAHSEE by the end of their junior year are automatically enrolled in a “CAHSEE prep class” during their senior year.</p>	

**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Schoolwide over 90% of Ripon High Students pass the CAHSEE, usually on their first try. Struggling students are given multiple opportunities and support to maximize their success and prepare them to graduate.</p>	

**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Prior to the CAHSEE being given, our ELD program focuses on CAHSEE prep. during the ELD 3-4 class. Special Ed students have shown marked improvement in the math portion of the CAHSEE and Ripon High is committed to develop strategies and programs that enhances the success and graduation of all our students.</p>	

**WASC Category B. Standards-based Student Learning: Curriculum:  
Strengths and Growth Needs**

**Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.**

**Category B: Standards-based-Student Learning: Curriculum: Areas of Strength**

1. Ripon High has continued to increase the number and availability of rigorous and standards based courses, including AP courses and courses which are piloting transitions to common core curriculum.
2. Ripon High has a significant number of staff members with real-world and international experiences from which they are able to draw as they seek to prepare students for success beyond high school.
3. Ripon High School has high graduation rates and high performing students.

**Category B: Standards-based-Student Learning: Curriculum: Areas of Growth**

**Although Ripon High School has implemented several programs to improve the transition of eighth grade students to the high school, there needs to be better articulation and communication with the elementary schools concerning curricular expectations and preparation.**

1. Ripon High School needs to continue to increase the use of technology in the curriculum across all disciplines.
2. RHS needs to continue to take steps to facilitate transition to Common Core standards.
3. RHS needs to continue to explore and implement strategies that will improve achievement for our special needs students.



### Category C: Standards-based Student Learning: Instruction

For each criterion, respond to the indicators and related prompts for each criterion and note the supporting evidence. Refer to the areas to analyze and examine in determining the degree to which the criterion is being met.

For each category, provide the following: (1) the identification of strengths and (2) the identification of prioritized growth areas

**Note:** The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
  - B. Standards-based Student Learning: Curriculum
  - C. Standards-based Student Learning: Instruction
  - D. Standards-based Student Learning: Assessment and Accountability
  - E. School Culture and Support for Student Personal and Academic Growth
- 

Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.

Examples include:

- Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)
- Specialized programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.

**Note:** In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.

#### C1. Instruction Criterion

To achieve the academic standards and the schoolwide learner outcomes, all students are involved in challenging learning experiences.

#### Indicators with Prompts

#### Results of Student Observations and Examining Work

**Indicator:** The school's observations of student working and the examining of student work provide information on the degree to which all students are involved in challenging learning to assist them in achieving the academic standards and the schoolwide learner outcomes. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

**Prompt:** *Comment on the degree to which all students are involved in challenging learning to achieve the academic standards and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding.*

dings	Supporting Evidence
<p>We created a survey pertaining to student perception of teacher’s expectations. Based on this survey, when asked if teachers create interesting and challenging activities in class, the majority of students said that teachers do not create interesting or challenging assignments for them to accomplish. Our student survey suggests that students do feel that they are held to high standards by their instructors. The majority of students agreed or strongly agreed with the statements: “Teachers expect the best from students” and “Teachers have high, realistic expectations for all students”</p>	<p><a href="#">Student Survey.</a></p>

**Additional Online Instruction Prompt:** *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction*

Findings	Supporting Evidence
<p>Many teachers at RHS use timelines and pacing guides to guide instruction throughout the year, but some teachers do not use them at all. Some departments have developed detailed pacing guides that lay out all of the test dates in advance, and give students an accurate blueprint for what they will learn each week. Other departments, such as Agriculture, use Google calendar to plan instruction and hold students accountable for staying up to date on coursework.</p>	<p><a href="#">Course pacing guides</a> <a href="#">.RHS Course Catalog</a></p>

**Student Understanding of Performance Levels**

**Indicator:** The students know beforehand the standards/expected performance levels for each area of study.

**Prompt:** *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study; an example is the use of pacing guides for online instruction.*

Findings	Supporting Evidence
<p>At Ripon High School we used two different methods to collect data regarding Student Understanding of Performance Levels: Student survey passed out in a majority of classes and Teacher-to-Teacher observations of practice. For the Student surveys there were five possible responses for each statement: “Strongly Agree”, “Agree”, “No Opinion”, “Disagree” and “Strongly Disagree”. Below are the results of the survey showing the statements relevant to this prompt: “On the whole, teachers tell me exactly what I am supposed to learn each day with a learning objective”</p>	<p><a href="#">Student Surveys</a> <a href="#">Teacher-to-teacher Observations</a></p>

<p>In our Teacher-to-Teacher observations, there was one question relevant to this prompt: “Objective Clearly Presented”. The responses on the Teacher-to-Teacher prompt could have been: “Yes”, “No” or “Not Applicable”. According to our peer observations the results from the prompt “Objective Clearly Presented” was Yes-42 No-10 and Not Applicable-2.</p> <p>In view of this data, RHS does an adequate job of presenting expectations or learning objectives to our students, however, there is always room for improvement.</p>	

**Differentiation of Instruction**

**Indicator:** The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

**Prompt:** *How effectively do instructional staff members differentiate instruction, such as integrating multimedia and technology? Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
<p>These questions in the survey that are relevant to this prompt and show the students and teachers score differentiated instruction and technology use at Ripon High:</p> <p>“Teachers create interesting and challenging activities”                      Strongly Agree: 11                      Agree: 43                      No Opinion: 35                      Disagree: 25                      Strongly Disagree: 18</p> <p>“Teachers are creative, varying the activities and approaches”                      Strongly Agree: 6                      Agree: 61                      No Opinion: 23                      Disagree: 28                      Strongly Disagree: 10</p> <p>“Teachers use a variety of ways to evaluate how students learn.”                      Strongly Agree: 15                      Agree: 59                      No Opinion: 21</p>	<p><a href="#">Student Surveys.</a></p>

<p>Disagree: 21                  Strongly Disagree: 12                  The results of the Teacher-to-Teacher Survey:                  “Multiple instructional Strategies Used”                  Yes-33                  No-15                  N/A-1                  “Use of Technology”                  Yes-30                  No-15                  NA-10</p>	
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**Additional Online Instruction Prompt:** *Evaluate the processes and the effectiveness of the strategies used by teachers to make decisions on learning and teaching approaches including direct instruction and other student-teacher interaction opportunities.*

Findings	Supporting Evidence
See above	<a href="#">Student Surveys</a>  Instructional Round Observations

### Student Perceptions

**Indicator:** The students understand the expected level of performance based on the standards and the schoolwide learning results. Through interviews and dialogue with students that represent the school populations, the school learns about the students’ perceptions of their learning experiences, including all specialized programs such as college/career readiness and online instruction regarding the opportunity for teacher-student interaction to reduce isolation and encourage skill transference

**Prompt:** *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes. Evaluate the effectiveness of the student-teacher interaction based on student feedback.*

Findings	Supporting Evidence
<p>According to our student survey: Two thirds of our students would agree with the statement that they understand that teachers expect them to complete certain learning objectives every day.                      We conducted classroom surveys to determine student’s knowledge of content standards and ESLR: Academic Achievers, Community Contributors and Effective Communicators.</p>	<a href="#">Teacher Observations</a>

<p><b>“What is the meaning of ESLRs?”</b>                  26-Knew the ESLRs                  3-Found them quickly on the wall.                  103-No knowledge</p> <p><b>“When you hear the terms: “state standards” what does that mean to you?”</b>                  37-“What the state expects from students and the school”                  2-misconception                  72-no knowledge.</p> <p><b>“Do your teachers talk about what standards you need to learn for the day/week or year?”</b>                  1-“Teacher ‘S’ has a chart in his room of state standards and we have to record the standard number in our notes.”                  1-“Teacher ‘M’ puts them on the board, but doesn’t change them very often”                  50-Teachers do not talk or display the state standards.                  Conclusion: many students on our campus are not aware of our ESLRs and State Content Standards even though some teachers do display them.</p>	
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**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Based on the above results our focus group concludes that our site needs to create more challenging activities and assignments for students. In these survey questions, a plurality of students agreed that teachers challenged them or created interesting lessons. However, the fact that many had “No Opinion” is an indicator that this is an area for improvement.</p> <p>In the area of differentiating instruction and using technology, it appears that we are doing an adequate job, however, the responses to these statements have an equal number of negative or neutral responses to the positive responses. This indicates that we need to significantly improve our practices when it comes to using technology and multiple methods of instruction.</p> <p>Through Teacher-to-Teacher observations at our own site, as</p>	<p><a href="#">See Teacher-to-Teacher surveys from this committee.</a></p> <p>Instructional Rounds (Offsite observers)</p>

<p>well as feedback from off-site evaluators, we have found that the amount of “Teacher-talk” in our lessons is too high. We need to have more student led discussions and student engagement in our lessons and class activities.</p>	
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**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Based on our student survey regarding Expected School-wide Learning Results, the students at our school are not being informed or coached on the overall expectations that the school has of them. Students have a general understanding of what is expected in each specific content area, but when it comes to ESLRs or the school adopted ACE (Academic achievers, Community contributors and Effective communicators) the school is not addressing these overall needs.</p> <p>Our committee conducted informal oral surveys with one of our classes.</p> <p><b>“What is the meaning of ESLRs?”</b>                  26-Knew the ESLRs                  3-Found them quickly on the wall.                  103-No knowledge</p> <p><b>“When you hear the terms: “state standards” what does that mean to you?”</b>                  37-“What the state expects from students and the school”                  2-misconception                  72-no knowledge.</p> <p><b>“Do your teachers talk about what standards you need to learn for the day/week or year?”</b>                  1-“Teacher ‘S’ has a chart in his room of state standards and we have to record the standard number in our notes.”                  1-“Teacher ‘M’ puts them on the board, but doesn’t change them very often”                  50-Teachers do not talk or display the state standards.</p> <p>Conclusion: many students on our campus are not aware of our ESLRs and State Content Standards even though some teachers do display them.</p>	<p><a href="#">ESLRs of our school.</a>  <a href="#">(Recently renamed School-wide Learning Results</a></p>

**C2. Instruction Criterion**

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

**Indicators with Prompts**

**Current Knowledge**

**Indicator:** Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

**Prompt:** *Evaluate the extent to which teachers effectively use multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
<p>We found teachers at our site using the following programs during instruction: Google Docs, Google Sites, Google Forms, Google Classroom, Google Chromebook, Power Point, Turnitin.com, Quizlet, Edmodo, Inklewriter.com, Prezi, YouTube, Ebooks, Tablets/iPhones for reading, Easytestmaker.com, Quizdom, and Aeries for grading.</p> <p>According to our peer observations, out of 55, 30 out of the 55 teachers reported that their peers were using one of the above mentioned programs in their classroom. 10 observers listed that the use of technology was non-applicable. In addition, our school also has 4 class sets of Google Chrome books that teachers can use in their classes. Many teachers use a page on the school website or have independent websites of their own to disseminate instruction and information. Every student has a Gmail account through the school as well. In many classes, students are required to submit work via their Gmail account. We agree that an area in which we need to improve student access to laptops and desktops computers in order to print or complete assignments on site. This could be accomplished by having more desktops in classrooms, or open computer labs. Encouraging teacher buy-in of new technology and programs would also help with our goals for implementation of technology.</p>	<p><a href="#">Teacher-Teacher Surveys and Observations.</a></p> <p>The Special Ed department has started to use a computer program called READ 180 to use for literacy.</p> <p>All of our instructors have been trained in the use of Google apps for education.</p>

**Additional Online Instruction Prompt:** *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
<p>Currently there is no procedure for assessing instructor use of online instruction.</p>	

**Teachers as Coaches**

**Indicator:** Teachers work as coaches to facilitate learning for all students.

**Prompt:** *Evaluate and comment on the extent to which teachers work as coaches to facilitate learning for all students. Provide examples.*

Findings	Supporting Evidence
<p>According to various surveys and direct student input, the teachers at our site are very approachable and will make time to help individual students either during a lesson or after school.</p>	<p><a href="#">See Teacher-to-Teacher survey and Instructional Round Observations.</a></p> <p>Instructional Rounds (Offsite observers)</p> <p><a href="#">Ag trains students in public speaking through one-on-one help in FFA.</a></p> <p><a href="#">In math, students have to specifically outline their procedural steps to solve a math equation.</a></p> <p>In choir, music reading lessons must be done individually and Mr. Serpa helps them individually if struggling.</p> <p>Teacher survey results.</p>



**Examination of Student Work**

**Indicator:** Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this.

**Prompt:** *Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>A key component of educating students at RHS is to connect prior knowledge with new knowledge. A required project for seniors in AP English is a Business Portfolio. Students must synthesize everything that has been learned over the four years into a coherent project that showcase their literary style, command of the English language and vocabulary, and the depth of understanding about their world. Other subjects require students to apply prior knowledge in problem solving, historical facts, etc.</p>	<p><a href="#">Student Work.</a></p> <p>Staff Development Day on implementing critical discussion in all contents.</p>

**Additional Online Instruction Prompt:** *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
<p>Students at RHS are sophisticated users of technology and often lead the way in adapting new technologies to and for everyday use. Teachers have long recognized the importance of technology to the overall educational growth and expansion of student’s knowledge in a highly global world. The majority of the students own cellular phones and have Internet access at home as well as at school. They are thereby able to gather knowledge from a variety of resources. An array of classroom assignments and projects requires them to be creative with their own knowledge as well as knowledge gathered and to convey that knowledge effectively both verbally and via the use of technology.</p>	<p>Teacher Observations</p> <p>Student surveys</p>

**Indicator:** Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation.

**Prompt:** *Evaluate and comment on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates and inquiries related to investigation.*

Findings	Supporting Evidence
<p>From various samples of students work, it is evident that students are engaged in work that requires them to think critically, to reason and to problem solve both individually and in groups. Sample work from mathematics demonstrate that problem solving is key in being able to do all other aspects of mathematics, especially where there are different ways to solve a problem and more than one answer is possible. In English classes, samples of group work show group discussion, debates and research projects where students are required to explore, think through an issue individually, and reason logically before writing a routine as well as non-routine conclusion. Assignments where students worked in groups revealed an increase in building language and social skills as students had to express ideas with words, diagrams, pictures, or symbols, thereby improving their vocabulary and helping develop literacy skills as well.</p>	<p><a href="#">Lesson Examples</a></p> <p><a href="#">Student Classwork</a></p> <p><a href="#">CCSS Math Curriculum.</a></p>

**Indicator:** Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.

**Prompt:** *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Samples of student work showed they had used technology to access various sources to research topics. It also showed that technology made it possible to readily obtain information from around the world, create graphs, cross reference information, and have constant communication with their teacher and other students while developing academically and adhering to RHS schoolwide learner outcomes. Though difficulties did appear</p>	<p>Example lessons</p> <p>Teacher Emails</p> <p><a href="#">Remind 101 app.</a></p> <p><a href="#">Assignments posted on School</a></p>

<p>evident in a few technical breakdowns, students and teachers managed to find ways to move forward.</p>	<p><a href="#">Website</a></p>
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**Indicator:** Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

**Prompt:** *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
<p>Our departments have started to completely shift how we teach. Rather than relying solely on the textbook to instruct students, students are instructed via primary and secondary source lessons throughout the year. In some classes, students are required to use Chromebooks to conduct online research and locate primary source documents that directly connect with an original central historical question that guided the entire lesson plan. In AP classes, students are required to watch the national news each weekend to learn about current events in national government and politics and explain how such events connected with concepts learned in class.</p>	<p>Social Studies Curriculum                      AP Social Studies Curriculum  <a href="#">AP Contract</a>  <a href="#">Writing Resumes in Business courses and Advisory.</a>  <a href="#">Ag business curriculum.</a></p>

### Real World Experiences

**Indicator:** Opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students.

**Prompt:** *How effective for students are their opportunities for shadowing, apprenticeship, community projects, and other real world experiences and applications available to all students? Evaluate the degree to which these are readily available to all students.*

Findings	Supporting Evidence
<p>Students have the following opportunities to participate in community service and events including the following:                      Industry tours and shadowing in Ag. Mechanics.                      School board and city council meetings.</p>	<p><a href="#">Ag department.</a>  <a href="#">See attached Advisory curriculum packets.</a></p>

<p>Volunteer work at recycling center, which benefits the Ripon Unified School District                  Local animal shelter, Marissa’s Closet, etc.                  Job interview contests in Ag.                  Advisory curriculum (resume writing, goal setting, etc.)                  Guest speakers (Congressman Denham’s staffers in AP Gov’t)                  Our Theatre Arts Courses offer mock interview and audition assignments as well as collaborative group projects.</p>	<p><a href="#">Club Leadership Opportunities</a></p> <p><a href="#">Theatre Arts Syllabus</a></p>
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**Additional Online Instruction Prompt:** *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
<p>Currently, we do not offer online courses at Ripon High School, but we are the umbrella organization for California Connections Academy, a local charter school offering online courses that may not be available on our campus for students. Our students are allowed to participate in the Academy’s programs and receive credit as if the course was taken on our campus.</p>	<p><a href="#">RHS Course Catalog</a></p> <p><a href="#">Partnership with an Online Charter School</a></p> <p>In many classes, students are required to submit work via their Gmail account and the Google Classroom.</p>

**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Most teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students. However, some teachers are still reluctant to fully embrace “technology” as tools for instruction and our site does not yet have adequate computer and projector resources, but our district is making strides to improve this situation. Critical thinking and higher order thinking skills are an area in which we are starting to improve now that we have had staff development days on those topics.</p>	<p>Teacher Rubrics</p> <p><a href="#">Yearbook Syllabus</a></p> <p><a href="#">Theatre Arts Syllabus</a></p>

**Prompt:** *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Students do not indicate that our courses are interesting or challenging as a whole. An area for improvement could be to increase the rigor of some of our courses.	<a href="#">Student Survey</a>

**WASC Category C. Standards-based Student Learning: Instruction: Strengths and Growth Needs**

**Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.**

**Category C. Standards-based Student Learning: Instruction: Areas of Strength**

1. Teachers set clear expectations.
2. Our school provides a diverse selection of courses and extracurricular opportunities for many types of students.
3. Our school has expanded its AP course selection, and the program has a high pass rate.
4. We are working toward implementing Common Core with the assistance of Staff Development Days and third-party training.

**Category C. Standards-based Student Learning: Instruction: Areas of Growth**

1. We need to explore more ways to increase our technological resources.
2. We need to create a better alignment of Common Core with teacher rubrics, practices and expectations.
3. We must do a better job of communicating our School-wide Learning Objectives (a.k.a ACE).
4. We need to improve our ability to differentiate instruction for our English Learners and Special Ed Students.
5. We need to increase our rates of student engagement in our classes. (i.e all students being on task and making the most out of class-time).

**Category D: Standards-based Student Learning: Assessment and Accountability**

**Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.**

**Examples include:**

- **Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)**
- **Specialized programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.**

**Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.**

**D1 & D2. Assessment and Accountability Criteria**

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

Teachers employ a variety of appropriate assessment 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.

**Indicators with Prompts**

**Professionally Acceptable Assessment Process**

**Indicator:** The school uses effective assessment processes to collect, disaggregate, analyze and report student performance data to the parents and other stakeholders.

**Prompt:** *Evaluate the effectiveness of the assessment processes.*

Findings	Supporting Evidence
<p>The district office and the site have comprehensive, systematic processes whereby they assess and monitor student progress at RHS regularly. They provide detailed data about student achievement to the governing school board, staff, parents, and community in a timely and effective manner.</p>	<p>CAHSEE Test Results  <a href="#">CAHSEE Math Proficiency by Subgroup</a></p>
<p>Disaggregated student performance data is tracked by grade level, ethnicity, socio-economically disadvantaged, and for special needs students who are in Special Education or in the English Language Development (ELD) programs. Both the district office and the site monitor disaggregated student data through multiple measures: California High School Exit Exam (CAHSEE), California Standards Tests (CST)/ Smarter Balance (SBAC), California English Language Development Test (CELDT), Academic Performance Index (API),</p>	<p>STAR Results 2009-2013, CELDT, and AP Results.                       Subject Area Common Assessment                       School Accountability Report Card                       US News Report Article,</p>

<p>Advanced Placement (AP) enrollment/test scores, Early Assessment Program (EAP), a-g (college preparatory courses required for UCs and CSUs) completion rates, grade point averages for each class, and CST math, science, English and social studies. Student progress on measures such as the CSTs are tracked for each standard and reflects progress over time, for individuals as well as classes.</p> <p>Information on individual students is available for students, parents, and staff online through the Aeries database, as well as through appointments in the counseling office. Also student achievement data is shared and discussed with staff on multiple occasions.</p> <p>Data used to measure student achievement include the California Standards Tests, the California High School Exit Exam, the early Assessment Program (EAP), API reports, School Accountability Report Card (SARC), and a variety of classroom assessment methods. Individualized student data is stored on the Aeries Browser Interface (ABI) by Eagle Software, which allows individual teachers access to student records including attendance records, grades, and general information. Teachers use ABI to monitor and track student performance, progress, and current standings.</p> <p>Ripon High School distributes an annual School Accountability Report Card to the staff and the community; it is also available on the school website. This document contains information on student achievement, budget information, test results, and school activities. The principal's Newsletter typically reports much of the current assessment information several times each year. The principal and other administration members meet often with the teaching staff, collectively and departmentally, to review the assessment process and discuss concerns about student performance and programs for assessment considerations. The school site council meets to review and evaluate academic achievement and programs as they discuss progress towards school goals. The school board meetings also address issues of student performance data and are often attended by the community</p>	<p>Facebook, School Website and Twitter Communication</p> <p>Counseling Office Communication</p> <p>Collaboration, Department Agendas</p> <p>ARIES Browser Interface</p> <p>Collaboration agendas for whole staff</p> <p>Sample department agendas</p> <p>School Accountability Report</p> <p>Principal's newsletter</p> <p>School Site Council meeting schedule</p> <p>School Board Meetings</p>
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<p>and press. Local newspapers frequently report on matters of student performance to the city of Ripon and several surrounding communities.</p> <p>Ripon High School staff members strive to maintain strong connections with the community. Staff members meet frequently with stakeholders through the numerous events such as Back to School Night, IEP meetings, SST meetings, progress meetings, scheduled meetings with larger groups of parents to discuss registration, advanced placement courses, and College Night. Teachers regularly use emails and phone calls to report progress, give updates and answer parent and student questions. Many parents report a deep level of satisfaction with the response time from staff, and feel their questions and concerns are being answered in a timely manner. Full district online grading is available with ABI. Hundreds of paper progress reports are being hand carried home each Friday night by students. The progress report forms are available in the Counselor’s office, or students may design their own, these enable the students, parents and coaches to have a weekly awareness of their progress. These reports and correspondence result in a strong connection between home and school.</p> <p>Using collaborative time, core departments have designed and implemented common assessments, given at regular intervals. Scores are generated and then used by teachers in collaborative time to analyze and determine student needs. Teachers break down these test results to identify weak areas. Collaboration meetings allow teachers the opportunity to use data to re-evaluate teaching methodologies, analyze test questions, and consider the best classroom “tools” for identified student needs. These meetings also allow teachers to share different effective teaching modalities, and plan future instructional strategies.</p> <p>Progress reports are distributed every six weeks to parents with information on student achievement. Teachers and parents participate in conferences when necessary. The counseling department monitors the progress of all students,</p>	<p>schedule and sample agenda</p> <p>Back to School Night Flyer Information</p> <p>IEP forms</p> <p>SST forms</p> <p>Flyer for AP Night</p> <p>College Night information</p> <p>Weekly progress report sheets</p> <p>Sample common assessments</p> <p>Sample department agendas</p> <p>Progress report distribution timeline</p>
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<p>meets with students to discuss achievement, and works with the students, teachers and parents to improve success. Promotion of academic student success is key to the Renaissance Program, which sponsors recognition rallies for students with parents, teachers, and community members in attendance. Also, students who achieve honor roll status receive recognition in local papers.</p>	<p>Renaissance information sheet</p>
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**Basis for Determination of Performance Levels**

**Indicator:** The school staff has determined the basis upon which students’ grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

**Prompt:** *Evaluate the impact and effectiveness of the basis for which students’ grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>The basis for determining student grades, growth, and performance levels has been an ongoing discussion amongst the staff during our whole staff collaboration, as well as in the departments. The staff is working towards incorporating and validating different teaching styles while also providing an equitable measurement system for all students.</p> <p>Furthermore, our Advanced Placement teachers collaborate across curriculum to ensure that the summer assignments are similar in weight and length. In addition, grade level teachers within departments collaborate to ensure common benchmark tests and final exams. Progress has been made in several of the departments: English uses common assessments in their grade level classes, as well as the Advanced Placement classes; History also has common assessments amongst most of their classes; JROTC has common assessments for academic information as well as physical; science has worked towards common assessments and currently possesses them in their Chemistry and Physics classes; Math has common assessments and finals for all of their classes; and our elective courses also use common assessments.</p> <p>During our collaboration time, we also examine achievement and performance gaps, differentiated grading systems, and differentiated assessment methods. We discuss how to grade</p>	<p>Collaboration and Department Agendas</p> <p>Subject Area Common Assessments</p> <p>Sample summer assignments</p> <p>Sample Benchmark test</p>

<p>student’s participation in the classroom. The staff has committed to the following instructional norms to aid in this process: checking for understanding, having a focused objective, and engaging all students. These instructional norms have been a focus of collaboration for several years.</p> <p>When we receive state testing results, the teachers work together to help each other increase the passing rates for their students. We look at scoring trends to figure out how to best serve our students: however, we have not received that information in the last year due to the transition to the Common Core testing. We will continue this practice once the new testing data is received.</p> <p>The Common Core has been a topic for discussion in departments this last year. The English department started these conversation first, as they started incorporating Common Core standards in their curriculum as soon as the standards were released.</p> <p>The English Department has started a new senior class, Expository Reading and Writing, that was created to meet the standards set forth by Common Core. The grade level English classes have incorporated grade level Expository Analysis through the Expository Reading and Writing Curriculum.</p> <p>The Math Department spent last year and this year overhauling most of their curriculum to meet the new standards. History has worked to include a more document based instruction to meet the new standards. The elective departments are also working towards Common Core objectives within their classes. These conversations will be ongoing as the staff moves into the Common Core in order to examine multiple methods of proficiency.</p>	<p>Whole staff collaboration agendas</p> <p>Sample testing results</p> <p>Sample ERWC</p> <p>Math Curriculum guides</p> <p>History Document Based Assessment</p>
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**Additional Online Instruction Prompts:** *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated. Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers. Evaluate how teachers ensure academic integrity and determine students are doing their own*

*work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.*

Findings	Supporting Evidence
<p>Through common pacing guides that dictate common benchmark testing, common unit finals, and common finals, departments create assessments that will demonstrate the preparedness for future academic endeavors within the subject. Within those standards set forth by the department, the teachers recommend students for future coursework in that discipline by the requirement of a teacher's signature on the students course request ballots. Departments work with the counseling office to decide which classes require prerequisite courses and grades.</p>	<p>Class Ballots</p> <p>Common testing</p> <p>Pacing guides</p> <p>Course guides showing prerequisites</p>
<p>Ripon High teachers use state mandated test scores to indicate areas of strength and opportunities for growth within the classrooms and to help aid in the process to determining where we need support classes; however, they are not used to indicate what classes students are prepared to take because that is too much responsibility for just one test. There are many factors that go into a student's success in the classroom, which is why the standards are set by departmental common practices, and the teachers are expected to evaluate the students' readiness for the next level of academic work.</p>	<p>State testing result Charts</p>
<p>The teachers are using electronic programs such as "Turn-It-In," Edmodo, Quizlet, and the foundation building electronic component of the Read 180 program, which is used by Special Education and English Language Development classes.</p>	<p>Turn-It-In example</p> <p>Read 180 information</p>
<p>When students fail to reach the standards required for promotion to the next level of coursework, students are given the opportunity to make up classes through the electronic program Gradpoint. This program is made available to students after school during the school year and during the summer.</p>	<p>Gradpoint information</p>
<p>Despite the help teachers may receive from electronic and online programs, most of the assessment is being done by the teacher in the classroom. Through collaborations department</p>	<p>Sample classroom assessment</p>

<p>standards are discussed and revised in order to assure that the students are being assessed by similar standards, so that students are not placed in classes they are not academically prepared for. This process tends to be effective, most of the time, and the process itself is always under discussion and revision.</p>	<p>sheets</p>
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**Appropriate Assessment Strategies**

**Indicator:** Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

**Prompt:** *Evaluate the appropriateness of assessment strategies used by teachers to measure student progress toward acquiring a specific body of knowledge or skills. Evaluate the effectiveness and appropriateness of the assessment strategies selected based on the programmatic goals and standards to determine student achievement. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
<p>Ripon High School teachers employ a myriad of formal and informal strategies to assess student’s performance. Ripon staff members embrace a philosophy of Frequent Ongoing Assessment (FOA’s). Tests, quizzes, group and individual projects, writing assignments, classroom questioning strategies, presentations and performances are but a few examples of teacher designed assessment of student understanding and progress. Ripon High School has adopted several standards-based textbook programs which offer a full array of assessment resources which are utilized to a great extent.</p> <p>Additionally, binder checks, interactive notebooks, Socratic Seminar discussions, book reports, portfolios and journals are utilized by teachers to monitor achievement.</p> <p>In several classes, students participate in non-traditional assignments aligned to standards such as presentation boards, annotated maps, and technology assignments. Advanced Placement exams, PSAT, SAT, ACT, California High School Exit Exams, AP Exams and California Standards Tests are more formal strategies used to determine and compare academic progress.</p>	<p>Subject Area Common Assessments, socratic seminar, and Project Assessment.</p> <p>Collaboration and Department Agendas</p> <p>Sample non-traditional assignments</p>

<p>Teachers use common assessments as developed within their departments, as benchmark evaluations of student progress within prescribed courses. Collaboration time allows departmental common assessment results to be shared between teachers and promote discussion regarding instructional strategies and methods to improve student success. Teachers also rely on information from State assessment results to review students’ individual needs and appropriate class placement.</p> <p>In all cases, teachers use the array of assessment data to better understand individual student achievement, measure the impact of instruction, compare performance between students and classes, and identify ways to improve instruction and curriculum. The sharing of assessment data, and particularly the sharing of more formal measures and common assessment data, is used as a key impetus for teacher collaboration. Through these meetings, we have adjusted and re-written course calendars to ensure that every standard is met within the allotted time. The history department entirely revised two courses last summer to more completely achieve their learning goals: Departmental and instructional strategies that have a positive impact on student achievement.</p>	<p>Sample Department Collaboration agendas</p>
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**Demonstration of Student Achievement**

**Indicator:** A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including those with special needs.

**Prompt:** *Evaluate how student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Written teacher feedback on student work or feedback given verbally about student work is a form of assessment that demonstrates student achievement and knowledge in regards to the academic standards, which is often seen in the form of comments, rubrics, checklists, and peer review activities.</p> <p>Ripon High School also uses “Turn It In,” which evaluates students work from more of a structural standpoint and</p>	<p>Sample Rubrics</p> <p>Sample checklists</p> <p>Sample peer review sheets</p> <p>Example paper from “Turn It In”</p>



**Curriculum Embedded Assessments**

**Indicator:** The school regularly examines standards-based curriculum embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

**Prompt:** *How effective are the standards-based curriculum-embedded assessments in English language and math and across other curricular areas as students apply their knowledge?*

Findings	Supporting Evidence
<p>Ripon High School’s English, Math, and History classes have implemented common pacing guides with some common benchmark tests. The Science Department is working towards common pacing guides in their classes. With the adoption of these commonly adopted standards within the disciplines, conversations and knowledge regarding the new Common Core Curriculum has improved amongst the staff along with clarified expectations in regards to modifications for English Learners and Special Education students.</p> <p>The English Department implemented these common pacing guides with common assessment strategies 9 years ago with the adoption of a curriculum aligned with the state standards; however, through departmental collaboration, these pacing guides and assessment strategies have created a curriculum that can easily evolve with the changing standards. Most recently the English Department added curriculum and assessment strategies from the Expository Reading and Writing Curriculum. The department also has common state testing preparatory review assessments that help the students, parents, and teachers understand student improvement areas needed for success exams, such as the CAHSEE and the old CSTs, which have now turned into the SBAC.</p> <p>The Math Department has spent the last year creating a new curriculum aligned with the Common Core Standards. During the course of several staff development days, they created common pacing guides and assessments, which has created a common understanding among the department of the many changes within the mathematics discipline. The Math Department has even collaborated with the 7th and 8th grade teachers as well in order to help create a seamless transition between the expectations and assessments at the high school</p>	<p>Common pacing guides</p> <p>Common assessments</p> <p>Example ERWC assessments</p> <p>Sample CAHSEE Review</p> <p>Sample Math assessments</p> <p>Math Professional Development Agenda</p>



<p>and the feeder elementary schools.</p> <p>The History Department has been creating common pacing guides, as well as embedding common assessments into their Common Core document focused instruction and curriculum. This change in standards set forth by the state has instigated these common pacing guides and assessments implementations. The department continues to work towards the goal of common assessments across all classes.</p> <p>The science department currently has only a few common pacing guides and few common assessments. This is an area that the department will be working towards over the next year. The changes in the Common Core curriculum and assessment are being addressed through these departmental collaborations as well.</p>	<p>Sample History Assessments</p> <p>Sample Science Assessments</p>
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**Student Feedback Indicator:** Student feedback is an important part of monitoring student progress over time based on the academic standards and the schoolwide learner outcomes.

**Prompt:** *How effective is student feedback in monitoring student progress over time based on the academic standards and the schoolwide learner outcomes?*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Online surveys have been given to students and results reviews by the high school staff in order to better understand how the students feel about the practices at the high school; however, these surveys do not occur regularly nor are they using questions effectively to elicit more informative data. These surveys can provide the high school staff with needed information from students if they were given regularly with the staff analyzing the results regularly as well.</p> <p>This is an area that Ripon High needs to improve by setting a common practice for the entire school. There currently is no consistent or standardized practice for gathering and analyzing student feedback to better the assessment process and practices. Some teacher request feedback from their students, but the school does not yet have a school wide practice for collecting and utilizing this important information. The staff can work towards creating a common practice through use of a general template that allows teachers to collect and reflect on</p>	<p>Sample Student Survey</p>

student feedback in a constructive way.	
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**Modification of the Teaching/Learning Process**

**Indicator:** Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

**Prompt:** *Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

Findings	Supporting Evidence
<p>Standardized assessment data is collected and organized by the principal and used to create discussions that lead to change. The department chairs look over the data with the principal and discuss trends seen in the data before the department chair bring it to the departments for the same discussions. Some results from this data analysis are: the sharing of successful teaching strategies proven successful by student performances on these tests and the understanding that students come to the classroom from different backgrounds and that there are ways to reach these students as well.</p> <p>These discussions have not led to large scale curriculum and assessment changes; however, there has been changes made towards particular strategies used to assess generally speaking and changes made to address how specific standards are assessed.</p> <p>Individual teachers have claimed that using assessment data from standardized testing and in-class formative and summative assessments helped them realize where in the curriculum they need to focus more instruction time, when they need to stop and reteach concepts, and which students need more individual attention.</p> <p>With the implementation of the new SBAC testing, the staff will be working towards new assessment strategies that better prepare students for success on this new test that is meant to more fully show the students’ knowledge of the subject and critical thinking skills.</p>	<p>Data charts</p> <p>Department Chair agenda</p> <p>Department Agendas</p> <p>Sample new assessment strategies.</p>



**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>The school and staff use a variety of professionally acceptable assessment processes and strategies to collect and analyze student performance data. Departments are developing ways of monitoring and reporting student growth.</p> <p>Discussions regarding common assessments and norming grading strategies are ongoing during Wednesday collaboration in an effort to increase the knowledge and passing rates of the students.</p> <p>There is a clear need for a school wide way to collect student feedback in order to improve curricular and instructional practices.</p>	

**Prompt:** *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>This criterion applies to the most important critical learner needs through making the material being taught accessible to all students regardless of ethnicity or socioeconomic standing. This criterion allows the staff to see how they are helping the critical learner needs and how they can better meet those needs.</p>	

**D3 & D4. Assessment and Accountability Criteria**

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 schoolwide learner outcomes.

The assessment of student achievement in relation to the academic standards and the schoolwide learner outcomes drives the school’s program, its regular evaluation and improvement, and the allocation and usage of resources.

**Indicators with Prompts**

**Assessment and Monitoring Process**

**Indicator:** The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students and parents.

**Prompt:** *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, and parents.*

Findings	Supporting Evidence
<p>High school staff meets by department to discuss academic achievement. Department chairs then meet with other department heads and the administration to discuss school-wide progress. Foremost at these meetings is discussion of student progress toward achievement. Administrators disseminate data based on grades, state tests, CAHSEE, and other analysis measures. Several meetings are spent examining the data, interpreting the results, and discussing action plans. The administrative team at Ripon High School holds a keen focus on achievement and mastery which is reflected in rising test scores. The leadership team generates methods of generating enthusiasm and success in standards based mastery and success on state tests.</p>	<p>Department chair meeting agendas</p> <p>Wednesday collaboration</p>
<p>The site administrators regularly report student achievement and report progress towards district goals to the district administrators and school board members.</p>	<p><a href="#">School Board Meeting Agendas and Notes</a></p>
<p>School counselors closely monitor student achievement and students needing remediation in English, Math, Science, and/or Social Science and are directed to enroll in Grad point program - during the school time and after school, and summer courses.</p>	<p>Counseling Information, Grad point application</p>
<p>Students and parents have access to the online grades so that</p>	<p>Aeries Gradebook</p>

they can monitor student progress.	
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**Additional Online Instruction Prompt:** *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings	Supporting Evidence
Except Grad point, Ripon High does not have any other full course online instruction. Some teachers utilize online programs such as Google Classroom and Edmodo in addition to classroom instruction. Students can take classes at California Connections Academy if a class is not offered at the school. However, they still have access to state testing at the school site.	Grad point, California Connections Academy

### Reporting Student Progress

**Indicator:** There are effective processes to keep district, board and parents informed about student progress toward achieving the academic standards and the schoolwide learner outcomes.

**Prompt:** *Evaluate the effectiveness of the processes that inform appropriate stakeholders (governing board members, teachers, students, and parents) about student achievement of the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
The school provides parents and students regular report of academic progress via progress reports, quarter, and final semester grades. Teachers have the ability to communicate directly with parents concerning their students' individual progress.	Teachers use aeries to get the parent contact information.
The District Office reports student progress regarding state testing to the school board. School board approves the site School Accountability Report Card (SARC) and the developed Local Control and Accountability Plan (LCAP). District uses the LCAP plan to guide the development of the curriculum and the direction of the funding sources.	School board meeting minutes LCAP document - Refer to page 22
Community service is required as a part of the curriculum in various classes. It is encouraged in various clubs and organizations at the school.	Health Course Syllabus, Leadership Class Community Service Info
Staff meetings provide opportunities to look at student test data and staff consider revising curriculum goals to address student needs for growth.	Staff meeting agenda

<p>Common assessments are given and reviewed/revise to ensure students have mastered the core concepts as required by academic standards.</p> <p>Students are given opportunities to become effective communicators in numerous classes. Course and extra-curricular activities provide opportunities to practice effective communication skills.</p>	<p>Common Assessments across different content areas - Social Science, Spanish, Math, and English</p> <p>Various clubs competitions such as FFA, FHA Hero, Leadership, Aries teacher gradebook, Statistics - end year project presentations, and Art course</p>
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**Modifications Based on Assessment Results**

**Indicator:** The school uses assessment results to make changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.

**Prompt:** *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>Individual classroom assessments have been aligned with the state testing and state standards. Now further these assessments are in transition or completely reworking to match the common core tests and standards.</p> <p>ALEKS an online math program was previously utilized until the common core courses started.</p> <p>A supplemental class was provided until 2012-13 school year for Math students who hadn't passed the Math CAHSEE. This supplemental class was dropped in response to the budget cuts throughout the state.</p> <p>English supplemental is being discussed/planned to implement should funding be available.</p> <p>Great valley writing project representative presented writing techniques relevant to common core that need to be implemented in various classrooms.</p>	<p>Math pacing guide</p> <p>Peer Teacher Discussion</p> <p>Counseling Office</p> <p>English Department Collaboration Minutes</p> <p>Training Agenda by Darrell Wildt</p>

**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>The District is engaging teaching staff, through site administration, in developing a list of desired professional developments that would help teachers build higher level thinking skills in students. Staff is practicing with methods for checking for understanding, focusing on the higher order thinking skills.</p> <p>Site and District funds have been used to provide inservices to teachers, and site administration, in Common Core expectations and curricular changes that will need to occur. In particular, Math, English and Science departments have participated in those Common Core related seminars and training sessions, and Next Generation Science Standards trainings as well as a SIMMS (Secondary Integration of Modeling in Mathematics) training commitment between the Math and Science Departments, and the County Office of Education in a federal grant extending for three years. Staff have been given several day-long in-services over using English techniques to meet Common Core standards.</p>	<p>Administrative verbal report during staff meetings.</p> <p>Administrative observations.</p> <p>Science, English and Math attending subject specific trainings.</p>

**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Developing teachers’ ability to rework their courses and teaching styles to better address the demands of Common Core will help students achieve the desired outcome of becoming more critical thinkers. Presently, a greater amount of emphasis exists in courses addressing factual knowledge as was desired of the years of CST state testing. We did what was de facto demanded of us. We taught content at the cost of deeper understanding and often the ability to be critical thinkers. Now, we want to turn that ship around and create students who are able to solve problems, investigate an issue and conclude needs and logical actions to take, and be able to go on and teach themselves what is needed in the future,</p>	<p>Teachers’ direct observation of student response and performance.</p>



<p>beyond school, as an adult. Unless the teachers, themselves, are now trained to do this, after a couple decades of more knowledge/factual based instruction, this will be difficult. The teachers, themselves, must now be given the courtesy of being instructed in current technique and to understand the nature of the expectation and the resources necessary to teach in a Common Core environment.</p> <p>This is not going to happen quickly, and all levels of administration, federal down to site levels, need to orient professional development opportunities in a way that the teacher can take advantage of them without having to completely surrender their lives to the effort as though they were back in the college classroom. They are, after all, already immersed in the teaching classroom of today and have lives being lived. Learning the new methods will take some time.</p>	
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**WASC Category D. Standards-based Student Learning: Assessment and Accountability:  
Strengths and Growth Needs**

**Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.**

**Category D. Standards-based Student Learning: Assessment and Accountability:  
Areas of Strength**

1. The principal and other administration members meet often with the teaching staff, collectively and departmentally to review the assessment process and discuss concerns about student performance and programs for assessment considerations.
2. Teachers use common assessments as developed within their departments, as benchmark evaluations of student progress within prescribed courses. Collaboration allows departmental common assessment results to be shared between teachers and promote discussion regarding instructional strategies and methods to improve student scores.
3. Individualized student data is stated on Aeries Browser Interface (ABI) by Eagle Software which allows individual teachers, administration parents, and students access to student records including attendance records and grades, as well as general information.
4. Community service is encouraged and conducted in many classes and clubs.
5. Ripon High School staff members strive to maintain strong connections with the community. Staff members meet frequently with stakeholders through numerous events such as Back-to-School night, IEP meetings, SST meetings, progress meetings, scheduled meetings with larger groups of parents to discuss registration, advanced placement courses and college night.
6. Teachers regularly use emails and phone calls to report progress, give updates and answer parent and student questions. Many parents report a deep level of satisfaction with the response time from the teachers and staff.
7. Ripon High School teachers employ a myriad of formal and informal strategies to assess student's performance. Ripon staff members embrace a philosophy of Frequent Ongoing Assessment (FOA's). Tests, quizzes, group and individual projects, writing assignments, classroom questioning strategies, presentations and performances are but a few examples of teacher designed assessment of student understanding and progress.

**Category D. Standards-based Student Learning: Assessment and Accountability:  
Areas of Growth**

1. Transition of testing from state testing to Smarter Balance Assessment Consortium is being worked through.
2. Meeting the assessment needs of EL and special education standards more collaboration and accommodation, needs a lot of work. Changes and some progress have been made since the last WASC, However, there is still a lot of improvement to be made.
3. There is a lack of remedial courses offered during summer school.

**Category E: School Culture and Support for Student Personal and Academic Growth**  
**Analysis must show distinctions that appear across the range of students (grade level, diverse background, and abilities) and the variety of programs offered at the school.**

**Examples include:**

- **Online instruction approaches (school site or off site, integrated within other programs and/or offered separately)**
- **Specialized programs such as IB Diploma Program, college/career readiness programs, school/college partnerships, AVID, and independent study programs.**

**Note: In some areas additional prompts have been inserted to emphasize the analysis related to online instruction.**

**E1. School Culture Criterion**

The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process.

**Indicators with Prompts**

**Regular Parent Involvement**

**Indicator:** The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents.

**Prompt:** *Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents and/or online parents.*

Findings	Supporting Evidence
<p>At RHS we believe that the key to student success is parental involvement. Parents are encouraged to become involved in their children’s education through consistent monitoring of the online grading program, communication with staff through email and social networking, participation on advisory committees and attendance at informational events.</p> <p>RHS maintains the AERIES online grading program allowing parents instant access to their child’s grades. Parents also have access to attendance, discipline, and teacher comments. To aid in communication, RHS has a marquee, Twitter, Facebook, Edu-link, and a comprehensive school web page. Teachers are also encouraged to maintain personal web pages where students can get support on their homework and assignments.</p> <p>Parents and community members volunteer or are recruited to participate on FFA, JROTC, ROP, sports, Student Site</p>	<p><a href="#">RHS Boosters Club</a></p> <p><a href="#">RHS Website</a></p> <p><a href="#">Edu-link (phone caller)</a></p> <p>Web based interfaces (ie: <a href="#">Facebook</a>, <a href="#">Twitter</a>, <a href="#">RHS Teacher Website</a>, <a href="#">Remind 101</a>) Tomahawk News <a href="http://rmd.me/16m6b">http://rmd.me/16m6b</a></p> <p>ROP</p>

<p>Council, advisory committees. RHS relies on parent and community involvement for respective skills and backgrounds to support and supplement programs and classrooms where they can be of most benefit.</p> <p>Back to School Night is scheduled within the first two weeks of the new school year. Parents are able to meet their child’s teachers and learn about the services the school offers. In the spring incoming freshmen are able to meet with teachers and support staff at Freshmen Orientation night. RHS has a very active and supportive Special Education program. Special Ed. staff regularly scheduled meetings at parents’ convenience. The vice principal manages 504 program students and monitors students’ progress throughout the year. A high percentage of teachers attend these meetings.</p> <p>The school assists non-English (mainly Spanish) speaking parents by having a parent liaison on campus to translate for them or to assist them with whatever their need, or needs, may be. They call the liaison for attendance issues, concerns about their student’s grades or behavior issues, set up meetings with teachers, counselors, etc., to ask for guidance/support with their students, to mediate between them and their students, etc. We also have ELAC meetings throughout the school year to have parents give input on school issues and funding and to educate them on the importance of parental involvement and how to help them get involved.</p>	<p>School Marquee</p> <p>RHS Back to School Night</p> <p>8th Grade Parent Night</p> <p>A.P. Parent Night</p> <p>Migrant Education Bilingual Aide</p>
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**Use of Community Resources**

**Indicator:** The school uses community resources to support students, such as professional services, business partnerships, and speakers.

**Prompt:** *How effective is the school use of community resources to support students, such as professional services, business partnerships, and speakers?*

Findings	Supporting Evidence
<p>Ripon High School is very effective in its use of community resources. Ripon involves the utilization of guest speakers in classrooms. Local business leaders support the school through classroom talks, partnerships, and expert consultation.</p>	<p><a href="#">Connections Academy</a></p> <p><a href="#">FIDM</a></p>

<p>Throughout the school year RHS invites private and public colleges, universities, and technical training centers for career informational meetings. RHS use the Connections Academy for credit recovery. Local churches assist in a weekly outreach program by serving weekly lunches to any RHS student.</p> <p>RCAF supports the construction of facilities, gives students an opportunity to perform community service, mentoring, and at the same time has provided \$15 million in improvements to the high school stadium, track, and football field.</p>	<p><a href="#">Ripon Covenant Church</a></p>
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**Parent/Community and Student Achievement**

**Indicator:** The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

**Prompt:** *Determine the adequacy and effectiveness of the school’s strategies to ensure that parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.*

Findings	Supporting Evidence
<p>As stated earlier, RHS uses a number of resources to communicate with parents. All staff members use the AERIES on line grade program. Staff post assignments, homework, presentations, and videos on their individual web sites. Parents are encouraged to email teachers with their questions or concerns. Most teachers return contact with parents within a 24 hour period.</p> <p>This year RHS has transitioned from using a paper student handbook to an online app which is available on multiple platforms. Students who do not have access to technology are still offered hard copies of the student handbook and organizational calendars.</p> <p>Naviance is a service utilized primarily by the counseling department which helps students select courses, complete college and graduation requirements, apply to universities, and</p>	<p><a href="#">Aeries Parent Portal</a></p> <p><a href="#">Aeries Parent Access Report (Freshmen)</a></p> <p><a href="#">RHS App</a></p> <p><a href="#">Naviance</a></p>

<p>prepare for their futures.</p> <p>In addition to the AERIES online program, parents are still mailed hardcopies of student progress and grade reports every six weeks. Students who are struggling are offered help through after school tutoring programs. Students who demonstrate high achievement are offered awards and incentives through the Renaissance program.</p> <p>In November 2014, all sophomores will take the PSAT exam. In December and January the counseling department reviews results and meets with every student individually.</p>	<p><a href="#">Give Every Child a Chance</a></p> <p><a href="#">Renaissance</a></p> <p><a href="#">PSAT</a></p>
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**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>Ripon prides itself on its innovative approach at communicating with parents and all stakeholders. The use of online tools has become a great asset promoting communication between teachers, students and parents. But during this transitional period, Ripon realizes that technology may be limited in some households and therefore still maintains contact through traditional means. The school works effectively at cultivating and maintaining business and community partnerships.</p>	<p><a href="#">Aeries Parent Portal Access Status</a> (for freshmen)</p>

**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

<b>Findings</b>	<b>Supporting Evidence</b>
<p>The school believes the key to student success is through solid and proven instructional strategies, current and relevant instructional tools and effective and lasting teacher/student/parent relationships.</p>	<p>Aeries Teacher In-service (Common Core)</p>

**E2. School Culture Criterion**

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

**Indicators with Prompts**

**Safe, Clean, and Orderly Environment**

**Indicator:** The school has existing policies, regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

**Prompt:** *Comment on the effectiveness of a) the existing policies and use of resources to ensure a safe, clean, and orderly place that nurtures learning, and b) all aspects of the school with respect to safety regulations including effective operating procedures for internet safety.*

Findings	Supporting Evidence
<p>Ripon High school’s actively promotes a learning environment that is safe, secure, orderly and conducive to learning.</p> <p>The school has developed and Emergency Response Plan that covers procedures during school emergencies.</p> <p>The campus is equipped with security cameras that cover the main entrances to the school. We practice our safety plans on a quarterly basis. Security officers patrol the school before, during and after school. Ripon High has acquired Golf Carts to quickly respond to school emergencies.</p> <p>Every classroom has security and smoke detectors. Due to current custodial staffing issues, rooms are not maintained on a daily basis, however, teachers and students agree that classrooms are clean, safe and orderly. The school grounds are also clean and orderly.</p> <p>As for internet security, students and parents have to read and sign an internet agreement form annually.</p> <p>Fire department comes to do visits to check the orderliness of our rooms.</p> <p>Required classes make it necessary to take safety regulation tests.</p>	<p>Emergency Plan</p> <p>School cameras</p> <p>School and classroom security profiles</p> <p>Internet agreement form</p> <p>Emails to Mr. Morrow</p> <p>Fire Department checklist. surveys</p>

**High Expectations/Concern for Students**

**Indicator:** The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

**Prompt:** *Evaluate the school’s work to ensure the effectiveness of an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.*

Findings	Supporting Evidence
<p>The excellent behavior of students, administrative initiative, and high expectations for students to be accountable has led to a serious reduction of suspensions and expulsions. RHS students are rewarded for their high level of responsibility and mutual trust. Our school is an open campus which allows students an aspect of personal freedom during school hours.</p> <p>To ensure that students are attending classes, teachers take attendance that is directly submitted to the attendance office using the AERIES data base. Students are held to a strict tardy policy that is also monitored by our database.</p> <p>RHS provides a variety of programs that allow students to maximize their learning potential. For high achieving students RHS offers thirteen Honors and AP Classes. We also have a reading program designed to help ELD, RSP and other students that need extra help in reading. RHS has parallel classes for lower performing students who are on an IEP or 405 plan to assist them in core requirements as well as Academic Support classes where students can receive one-on-one assistance with studies.</p> <p>The RHS Business Management and Web Design classes teaches students personal independence and working in group to complete tasks. They learn how to set personal goals, manage personal finances, create a personal budget, understand personal credit scores, credit recovery, and the proper use of credit cards, ecommerce, and an introduction to coding.</p> <p>A Credit Recovery Program has been developed to help students that lack the units to graduate.</p>	<p>Suspension and Expulsion Data</p> <p>AERIES</p> <p>Class Schedule</p> <p>Unit Recovery Application</p> <p>AP parent/ information night</p> <p>Reading Program</p> <p><a href="#">List of Clubs</a> (total of 30 clubs for the 2014-15 yr.)</p> <p>Special Ed classes in English, math, history and science provided by 3 Special Ed. teachers. Paraprofessional Aides available to assist in Academic Support classes.</p>



<p>The ROTC and AG programs also provide an opportunity for students interested in farming and military careers.</p> <p>RHS has many special interest clubs that promote individual differences and conducive to student learning.</p>	
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**Atmosphere of Trust, Respect and Professionalism**

**Indicator:** The school has an atmosphere of trust, respect and professionalism.

**Prompt:** *To what degree is there evidence of an atmosphere of trust, respect and professionalism?*

Findings	Supporting Evidence
<p>Trust and respect are important characteristics of our staff.</p> <p>Our Wednesday collaboration time allows for collegiality among our staff. During collaboration departments meet to review and discuss lesson plans and ideas to promote student learning. School staff is encouraged to develop and implement Common Core approaches to teaching and student learning.</p> <p>Every teacher submits an Individual Professional Plan every year that is reviewed by administration to support and improve student learning.</p> <p>Administration provided staff development that emphasizes curriculum development, teachers are encouraged to implement what they have learned in the classroom.</p> <p>Our administration has created an atmosphere of trust among teachers and parents. Parents are encouraged to contact teachers when they have issues, complaints or concerns before they contact administration. This allows for a closer relationship between parents and teachers.</p> <p>The RHS incident report form allows students who have experienced crimes against them or their property, or have issues with other students or staff to be heard and have resolution. RHS also maintains a full time school resource officer.</p>	<p>Collaboration meeting agendas</p> <p>Professional Development plan.</p> <p>Incident procedure form</p> <p>The <a href="#">RHS web site</a> provides parents and students with school wide and teacher information. This includes teacher’s email address.</p> <p>Also new this year, 2014-15, the high school has an electronic agenda that, among other things provides staff information which includes email address. (Found in the Apple App Store)</p> <p>Most teachers provide parents and students with a syllabus that also has their email address.</p>

**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Ripon High is considered by all stakeholders as being a safe place. Students feel comfortable with campus security officers and feel that they have their best interest in mind.</p> <p>Ripon High has installed a school wide security camera system that helps create a sense of security among student and staff.</p> <p>Ripon High does a stringent job in disciplining difficult students who disrupt the learning environment. Students indicate that they feel cared for by the staff, feel that Ripon High has created an environment based on trust respect and professionalism.</p> <p>However, as staff we need to improve our knowledge of our school wide Safety Plan and (in some cases) we need to evaluate our plan on a yearly basis to check its effectiveness.</p>	<p>See above or see evidence binder.</p> <p>Suspension and Expulsion Data Opening of Harvest High School</p>

**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>This criterion impacts the schoolwide learning community because trust, safety, and professionalism are important to the overall success of all student populations.</p>	<p>See above or see evidence binder.</p>

**E3 & E4. School Culture and Student Support Criteria**

All students receive appropriate support along with an individualized learning plan to help ensure academic success.

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

**Indicators with Prompts**

**Adequate Personalized Support**

**Indicator:** The school has available adequate services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.

**Prompt:** *Evaluate the availability and the adequacy of services, including referral services, to support students in such areas as health, career, and personal counseling and academic assistance, including an individualized learning plan.*

Findings	Supporting Evidence
<p>All incoming freshman and their parents are invited and encouraged to attend Freshman orientation night where the counselors explain in detail the requirements for graduation as well as CSU and UC minimum requirements. All instructional departments are also represented, as well as athletic programs and extracurricular clubs are represented to inform incoming students and parents of options and opportunities at Ripon High</p> <p>Throughout the rest of a student’s high school career, the academic counselors are available to advise and assess students’ progress towards their goals. Students with a 504 Plan have a dedicated case manager who oversees a group discussion with teachers and parents to determine the best accommodations for the student to be successful.</p> <p>Our resource specialists are an essential link for students with a wide variety of educational needs. The Resource Specialist Program includes a support team (teachers, counselors, paraprofessionals and parents) who meet to review student needs and concerns and come up with ways to support students effectively. All resource students have regularly scheduled IEPs with an annual review.</p> <p>Grade level advisory classes meet once each week wherein</p>	<p>School Nurse</p> <p>Victor Ramirez, School Psychologist.</p> <p><a href="#">Naviance College and Career Readiness Curriculum</a></p>

<p>each teacher is assigned approximately 25 students that they work with all four years of high school creating a relationship that is designed to guide the students to their full academic potential and also give students an adult figure to approach in times of need.</p> <p>A licensed School nurse is on site for easy student access and/or referral from responsible adults.</p> <p>A school psychologist is on site most of the time and easily accessible when off site.</p> <p>Naviance college/career planning program is new this year and will be implemented with all juniors and seniors initially.</p> <p>In Agriculture, the DataPlan program is an individualized learning plan specific to agriculture students that is initiated in their freshman year agriculture class and updated annually to keep these students on course for individual educational success.</p>	
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**Additional Online Instruction Prompts:** *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
<p>We have no students that are exclusively online so the above mentioned services are available to our students using online courses while they are on campus.</p> <p>We have A-G Requirements to help prepare and guide our students in their desire to further their education beyond high school.</p>	<p><a href="#">Naviance</a></p> <p>A-G Requirements</p>

**Direct Connections**

**Indicator:** The school demonstrates direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as counseling/ advisory services, articulation services, and psychological and health services, or referral services.

**Prompt:** Evaluate the ways that there are direct connections between academic standards and schoolwide learner outcomes and the allocation of resources to student support services, such as cog/advisory services, articulation services, and psychological and health services, or referral services.

Findings	Supporting Evidence
<p>Funding for Services</p> <p>Our SLO’s at Ripon High are enhanced and supported by our Counseling, Psychological and health services personnel. These services consist of 2.0 FTE academic counselor positions, 1.0 FTE School psychologist, and 1.0 FTE School nurse. The funding source for these positions is direct through district general fund budget and not tied to grants or one time funding sources. (Soft money)</p>	<p>District budget</p>

**Strategies Used for Student Growth/Development**

**Indicator:** Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and school wide profiles, and processes and procedures for interventions that address retention and redirection.

**Prompt:** Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

Findings	Supporting Evidence
<p>Ripon High counselors and administrators host a freshman orientation night for incoming freshman and their parents. The purpose of this night is to educate students and their parents as to curriculum paths to graduation leading to college or career. As well as opportunities for athletics and other social and academic participation.</p> <p>As students’ progress through their high school careers they meet with their counselors to plan and adjust their academic schedule including AP, ROP, JROTC, and Agriculture</p>	

courses.	
Back-to-School Night/College Night	

**Additional Online Instruction Prompt:** Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.

Findings	Supporting Evidence
Parents and students are invited to attend an 8th grade parent night to learn about classes, extracurricular activities, college, academic questions, and athletic questions leadership questions. All academic departments are represented by staff at the event.	<a href="#">Welcome 9th Grade Students (Slideshow)</a>  <a href="#">Freshmen parents' use of Aeries to monitor their students' progress.</a>

### Support Services and Learning

**Indicator:** The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

**Prompt:** *Evaluate the extent to which the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom. Evaluate the processes that are used to identify underperforming or struggling students and the interventions to address these identified student learning needs.*

Findings	Supporting Evidence
Naviance is an online software program that helps each student to create a personalized plan to chart a path towards graduation, college and career selection.	Naviance

**Additional Online Instruction Prompt:** Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.

Findings	Supporting Evidence
<p>The use of Aeries has allowed both parents and students with the ability to monitor their grades and attendance. Therefore providing them with direct involvement and ownership in their academic success or failure.</p> <p>Students have access to computer labs located in the Agriculture building, library, and also have access to</p>	

<p>Chromebooks. These labs are available before, during and after school.</p>	
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**Equal Access to Curriculum and Support**

**Indicator:** All students have access to a challenging, relevant, and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

**Prompt:** *What have you learned about the accessibility of a challenging, relevant, and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? Evaluate the impact of the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day) on student achievement?*

Findings	Supporting Evidence
<p>Ripon High School offers rigorous classes to all of our students that attend. Due to various extenuating situations, not all students can fulfill the mainstream requirements. With that being said, Ripon High School offers the ability to be a part of the Independent Study program which allows students to take their work home and do the required work independently. They do not attend a full day of school, rather they are given an allotted time each week to attend a one-on-one session with a certificated instructor. Students that attend Independent Study may do so for the following reasons: pregnancy, safety issue at the high school, work, family issues, etc. Students meet with the instructor for one hour weekly to go over school work that was assigned, tutor/teach concepts that were not comprehended, and receive work to be accomplished for the following week. This program gives our students that struggle the opportunity to finish their high school education, potentially graduate early and move on with their lives, and find success where they may have only seen failure.</p> <p>RHS has after school Gradpoint along with a 1st period class for credit recovery, where students can make up more than 1 class depending on how much time and effort they put into the work.</p>	<p>Independent Study Program located on the Ripon High School Campus RHS Counseling Office</p>

<p>RHS offers Summer School</p> <p>Students also have access to California Connections Academy for Credit Recovery or to add a college prep course that we do not offer. Ex. Sign Language, last year AP Stats</p> <p>Every February all students at RHS are presented their transcripts and counselors discuss the class offerings with them.</p>	
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**Co-Curricular Activities**

**Indicator:** School leadership and staff link curricular and co-curricular activities to the academic standards and schoolwide learner outcomes.

**Prompt:** *Evaluate the extent of the availability and link of curricular and co-curricular activities for all students to the academic standards and schoolwide learner outcomes. How effective are these efforts?*

Findings	Supporting Evidence
<p>Ripon High School offers a wide variety of opportunities, through classes, student clubs, activities and sports, many of which are linked to both academic curriculum and schoolwide learner outcomes. Students with special needs and interests may enroll in Agriculture, Journalism, Business Management, Yearbook, ROP, Resources and SDC, ELD, ASB Leadership, AP classes and JROTC to name a few. These classes involve students in academic achievement and provide the opportunity for students to become better communicators with the community.</p> <p>Agricultural Students curriculum is based on classroom, FFA (Intercurricular organization), and SAE (Supervised Agricultural Experience) program. This format allows all students the ability to participate in career development events, personal growth activities (leadership conferences and events), and entrepreneurship or placement programs in agriculture to promote career exploration, competitions and events at the local to national levels. Students also participate in leadership events and conferences. These events help students develop their public speaking skills, reasoning and decision making skills.</p>	<p><a href="#">2014-2015 Clubs and Organizations</a></p> <p><a href="#">Course Catalog</a></p>



JROTC competes at camps with students from other schools statewide, marches in parades, participates in Toys-for-Tots, and serves as color guard at many community events. JROTC prepares students to take on leadership roles in the classroom as well as the community. Students are educated in the importance of good citizenship and personal responsibility.

Theater Arts classes produces a play each school year. All students are able to audition for parts in the school play. Theater arts promotes confidence, building responsibility and leadership skills and appreciation of the performing arts.

Concert Band encourages artistic expression through music performances and exploration. Band performs all home football games, local parades, educational assemblies at all Ripon elementary schools, and students are encouraged to audition and participate in the “San Joaquin County Honor Band.” Students are held responsible for having full command of elements of music as applied to their instrument.

Ripon High’s school newspaper, *The Tomahawk*, gives students equal opportunities to express themselves through writing and publishing articles about different aspects of school culture and community events. *The Tomahawk* also presents a weekly video that highlight school activities.

Students can participate in academic clubs and activities related to the subject area interest. This year Ripon High has a record number of clubs related to appreciation of film, music and arts, culture, food, physical education, college visits, and peer helping. Students are encouraged to participate in all clubs on “Club Rush” event held during lunch the second week of school. Students are reminded of club meetings and activities through announcements and posters throughout the school. Students are also encouraged to participate in spirit week competitions to create a sense of belonging and community among all students.

Link Crew is composed of juniors and seniors only. It is a pr helps freshmen transition to the demands of high school and

[The Tomahawk](#)

<p>feel that this is a safe and happy place where they can grow socially and academically for the next four years. Link Crew members help parents find their way to their classes on “Back to School” night, provide an ice cream social and serve hot chocolate during “warm and fuzzy” week.</p> <p>ASB Leadership students attend leadership conferences, are trained in professional development skills, organize and put on activities for the entire student body throughout the year. These students learn how to communicate effectively with the study body as well as the community as they satisfy their community service requirement.</p> <p>FFA hosts the largest number of members on campus, approximately 220. One effective activity students go through is a “Job-interview” contest. Students have to write a resume and cover letter and go through a mock interview. This process prepares students for a real-life situation as they communicate effectively to “get the job.”</p> <p>The Peer Helping program participates in SIP with the elementary schools, has helped with suicide prevention through rallies and “Post Secrets”, is involved with school wide recycling, and participates in Yellow Ribbon week.</p> <p>Students are also encouraged to participate in athletic programs. To participate in athletics students must be academically eligible by maintaining a minimum of a 2.0 GPA and not failing any class. Tutoring is offered to students who need the extra support and some coaches are available after school to work out any problems athletes may have. Working together as a team, trying to win games is a bonding experience where students feel pride and a connection to their school.</p> <p>Students also have the opportunity to take online classes currently not available at RHS, through California Connections.</p> <p>Credit Achievement (credit recovery). Students are given the</p>	<p><a href="#">Link Crew Advice</a></p>
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<p>opportunity to make up classes from Tuesday through Thursday after school. Students are allowed to take a class 1st period for credit recovery if they are deficient in credits and have parent/counselors approval. Summer school is also offered to students for credit recovery.</p>	<p><a href="#">California Connections Academy</a></p>
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**Additional Online Instruction Prompt:** *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school.*

Findings	Supporting Evidence
<p>The RHS Web Site offers nine different Social links that go to Web pages ranging from Clubs &amp; Organizations to Senior Activities to the Counseling Center to Complaint Rights.</p> <p>RHS offers 29 different clubs along with Yearbook and The Tomahawk school news (which is streamed via YouTube)</p> <p>There are also many school events and clubs activities that are updated online via Facebook and Twitter. Some of these events include school sporting competitions and social events. The high school, FFA, JROTC also have Facebook pages that allow students and parents to give their support, input and suggestions via social media.</p>	<p>RHS Web Site FFA Facebook page</p>

**Student Involvement in Curricular/Co-Curricular Activities**

**Indicator:** The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

**Prompt:** *Evaluate the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

Findings	Supporting Evidence
<p>In order to regularly evaluate the level of student involvement in curricular/co-curricular activities the Associated Student Body (ASB) keeps track of clubs and activities on campus. ASB keeps track of contact information, lists of approved clubs and club minutes kept by the ASB accountant.</p> <p>There are currently 31 clubs at Ripon High, many of them well-established with their own traditions and community involvement. This year seven new clubs were added to the list, allowing more students to find a connection to the school. Some newly created clubs are meant to foster a positive</p>	

<p>attitude and improve school culture, for example: Encouragement Club and The Good Fellas Club.</p> <p>The Associated Student Body keeps track of student attendance numbers at activities through ticket sales, and through receipt books which are processed through our bookkeeper. When we have events like rallies, or advisory meetings we keep track through attendance or spirit count. Higher percentage of events usually occur during football season. The back to school dance has high student participation every year, this year 430 students were involved. Homecoming is also a huge tradition, many clubs are involved during spirit week and in the homecoming parade.</p> <p>The counseling office provides an activities calendar and asks all seniors to fill out a senior exit form. Another effective service provided by the counseling office is the Senior College Application Workshops. Seniors who attend, receive important information and assistance regarding applications and Financial Aid for college.</p> <p>The Agriculture Department uses a point system and takes attendance to show student involvement in FFA meetings.</p> <p>Resource Specialist Program</p>	<p>Senior Exit form</p>
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**Additional Online Instruction Prompt:** *Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
<p>The counseling office sends email alerts to students regarding service opportunities, scholarships, and college information.</p> <p>The RHS Yearbook is researching augmented reality links that</p>	<p><a href="#">Aurasma</a> (Augmented Reality)</p>

<p>provide students with ongoing education in technology. This multimedia will create a meaningful, memorable, and social connection to the school, students, and community. The videos that are used will be created by the students.</p>	
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**Student Perceptions**

**Indicator:** The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

**Prompt:** *Comment on the student view about the effectiveness of student support services after interviewing and dialoguing with student representatives of the school population.*

Findings	Supporting Evidence
<p>Based on a survey (RHS Support Services Survey) given to students grades 9-12 during the 2014-15 school year. Of the students that visited or came in contact with these support services; Counseling Office, School Nurse, Administration, Teachers, School Psychologist, Bilingual Aide, and Resources Aide. The survey results showed;</p> <ul style="list-style-type: none"> <li>a. Freshman responded that Teachers and Administration had the highest positive results for effectiveness with Teacher’s getting 76% Good and Excellent and Administration 47% Good and Excellent.</li> <li>b. For the sophomore class data showed the highest positive results for effectiveness were Teachers with a 68% and Counseling Office having 52%. The Administration was also effective with a 41% of effectiveness.</li> <li>c. Juniors responded that Teachers, Administration and Counseling Office provided the best support. Teacher getting 78%, Administration 66%, and Counseling Office 56%</li> <li>d. The seniors responded that the Counseling Office, Teachers, and Administration were the most effective. Counseling Office has 79%, Teachers 58%, and Administration had 53%.</li> </ul>	<p><a href="#">2014-15 RHS Support Services Survey</a></p>

**Conclusions**

**Prompt:** *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
<p>Ripon High has an abundance of extra-curricular and co-curricular programs involving a high percentage of our student body. Our teachers and administrators and the counseling office have developed a strong support system that help students in personal as well as academic areas. There are structures in place, either through teacher referrals, counseling office visits, or the RSP advisors, to identify students in need of additional support.</p>	<p><a href="#">Support Services Survey</a>  <a href="#">2014-15 RHS Support Services Survey Results</a></p>

**Prompt:** *Comment on the degree to which this criterion impacts the school’s ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
<p>Based on the findings in the RHS Support Services Survey the students at Ripon High, from Freshman to Seniors responded that Teacher, Administration, and the Counseling Office are effectively meeting the “critical needs” in the area of support. All four classes had the highest response of “Good” or “Excellent” in regards to these three services meeting their support needs</p>	<p><a href="#">Support Services Survey</a>  <a href="#">2014-15 RHS Support Services Survey Results</a></p>

**ASC Category E. School Culture and Support for Student Personal and Academic Growth:  
Strengths and Growth Needs**

**Review all the findings and supporting evidence regarding the extent to which each criterion, is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.**

**Category E. School Culture and Support for Student Personal and Academic Growth:  
Areas of Strength**

1. RHS provides every student with rigorous course work in all classes. There are a large number of AP and Honors classes that are available to all qualified students that provide a variety of cultural perspectives in the humanities and challenging coursework in science and mathematics.
2. A strong sense of community among all stakeholders is invaluable to RHS. Community input is encouraged and allows members of our community to have a voice for students' personal and academic growth.
3. Aeries access to student data for both students and parents allows effective communication concerning student attendance and academic progress that enhances a sense of community between parents, students, and teachers.
4. Staff collaboration provides teachers an opportunity to come together and discuss best practices for support for student personal and academic growth.

**Category E. School Culture and Support for Student Personal and Academic Growth:  
Areas of Growth**

1. RHS needs continual training and support for the Implementation of Common Core. Increased peer/classroom observations will enhance the quality of collaboration time providing an opportunity for staff to share new and developing methods of accessing and implementing Common Core principles.
2. RHS needs to implement strategies and responses for our critical learner needs, EL and Sp. Ed. with an emphasis on providing courses that will be of interest and benefit their learning.
3. RHS must continue to use available technology and resources to enhance student learning through training and implementation of those resources.
4. Awareness and implementation of SLO's.

5. Transition from 8th to 9th, collaboration with feeder schools.
6. RHS needs more counselors/counseling services to meet the needs of our students.



## **Chapter V**

### **Schoolwide Action Plan**



**Form A: Ripon High School- Planned Improvements**

Topic: Continued need for common core standards professional development

**School Goal #1: Implement more content specific Common Core training by department as applicable to student learning outcomes.**

**Rationale: All content areas would benefit from strategies specific to their subject area. Need to transition traditional standards-based lessons to common core modalities.**

**SLO Addressed: Effective Communication- work well as a team, Academic Achievers**

What data did you use to form this goal?	What were the findings from the analysis of the data?	How will the school evaluate the progress of this goal?
<p>Students will be assessed through Smarter Balance testing beginning in 2016. It is imperative that Ripon High implement appropriate strategies to allow our students the opportunity to succeed.</p> <p>Staff Development from the Great Valley Writing Project has occurred for cross-curricular instruction.</p> <p>Additional staff development has occurred for math, science, and English departments.</p> <p>Opportunities for professional development during summer has been offered for all staff with district and site funding.</p> <p>Teachers have also sought outside resources as instructional aides for implementing common core objectives.</p>	<p>TBD</p>	<p>The goal will be evaluated by a record of the number of professional development opportunities engaged in by RHS staff.</p>

**Strategy: Ripon High Staff members will work with administration to identify and participate in Common Core professional development opportunities through workshops, collaboration days, and staff meetings.**

Department Chair Meetings

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
<p>By December of 2015 each teacher at RHS will have participated in meaningful training sessions to increase knowledge of common core strategies</p>	<p>All teachers, the leadership team (Dept. Chairs), and administration</p>	<p>Teachers will be provided collaboration time to work within their departments to develop and implement common core strategies</p> <p>Administrators will support teachers' attempts to seek out and participate in outside professional development- workshops, courses, etc.</p> <p>Teachers will be provided time during collaboration to share with each other common core strategies they learned at various training</p>	<p>Embedded in the cost of the normal work day- collaboration time, staff meetings; General fund- common core staff development budget</p>

<p><b>School Goal #2:</b></p> <p>All students, especially targeted groups (ELA, Special Education, and Socioeconomically students) will reach the level of proficiency or better in reading and mathematics by 2015-16.</p> <p><b>Rationale:</b> Annual evaluation of student outcomes will be a key factor in determining changes and implementation of new and current practices resulting in higher test scores, achievement, and graduation.</p> <p><b>SLO Addressed:</b></p> <ul style="list-style-type: none"> <li>● Academic Achievers who             <ul style="list-style-type: none"> <li>○ Demonstrate proficiency in reading, writing, and mathematics</li> <li>○ Demonstrate individual proficiency in content areas</li> <li>○ Develop and pursue goals</li> </ul> </li> <li>● Community Contributors:             <ul style="list-style-type: none"> <li>○ Understand the rights and responsibilities of citizenship</li> </ul> </li> <li>● Effective Communicators:             <ul style="list-style-type: none"> <li>○ Successfully exchange and interpret ideas through oral and written language</li> <li>○ Work well as team members</li> </ul> </li> </ul>
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What data did you use to form this goal?	What were the findings from the analysis of the data?	How will the school evaluate the progress of this goal?
<p>2013-14 CST Math data</p> <p>2013-14 CST Reading data</p> <p>2013 and 2014 graduation rates</p> <p>2014 CAHSEE data</p>	<p>The current state proficient rate for ELA Proficiency is 89%. The school wide ELA rate for RHS is 70%. Overall, there has been a nominal growth rate since 2009-2010. RHS has seen an increase in ELA rates for English Learners from 30% (2009-2010) to 40% (2012-2013). However, socially disadvantaged students have dropped from a high of 30% (2009-2010) to 15% (2012-2013). The rate for Special Education students has risen from 48% (2011-2012) to 60% (2012-2013).</p> <p>The current state proficient rate for math proficiency is 87%. The schoolwide math rate is 60%. Overall, there has been a slight increase from 2011-2012. Since 2011-2012 there has been a sharp decrease in English</p>	<p>Annual CST and EAP testing results evaluation</p> <p>Annual evaluation of CAHSEE results</p> <p>Analyze yearly PSAT testing results for all students who participated</p> <p>Discuss annual graduation rates and credit retention rates</p> <p>Teachers and support staff will be given clear and concise documents explaining the language levels for every ELA student.</p> <p>Teachers and support staff will be provided IEP, SST, and 504 documents on each special needs student.</p>

	<p>Learners from 28% to 17%. At the same time, RHS witnessed a sharp increase in the socially disadvantaged population from 7% to 22%. Special Education students have also shown a sharp increase from 30% (2011-2012) to 50% (2012-2013).</p> <p>Schoolwide CAHSEE English results have remained flat at 90% (2009-2012). English learners have shown a sharp drop from 75-50% (2012-2014). Special Education students have also shown a drop from 87%-78% (2012-2014). Socially Disadvantaged students have also shown a sharp drop from 35%-30% (2012-2014).</p> <p>Schoolwide CAHSEE Math results have remained relatively flat at 90%. The rate for English Learners have shown a sharp increase from 52-63% (2012-2014). The Special Education rate has remained flat at 80% (2012-2014). The rate for Socially Disadvantaged students have risen sharply from 27-48% (2012-2014).</p> <p>The graduation rate for California students is 78%. The schoolwide graduation rate for RHS is 92%. English Learners have shown a sharp decrease in graduation rates from 87-67% (2011-2013). However, there is a significantly small population of English Learners at RHS. Socially Disadvantaged students have shown a flat graduation rate at 53% (2011-2013). The special Education population has shown a slight decrease of graduation rates from 87-86%. Although</p>	<p>Departments will meet monthly to discuss, evaluate, and implement standards for best instructional practices</p>
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	the number of graduating Special Education students at RHS is small.	
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**School Goal #3:** All staff will implement the following instructional norms: 1. Checking for Understanding 2. Maintaining consistent student time on task 3. Stating daily Learning Objectives.

**Rationale:** If there is consistency students will be aware of daily expectations.

**SLO Addressed:**

- Academic Achievers who
  - Demonstrate proficiency in reading, writing, and mathematics
  - Demonstrate individual proficiency in content areas
  - Develop and pursue goals
- Community Contributors:
  - Understand the rights and responsibilities of citizenship
- Effective Communicators:
  - Successfully exchange and interpret ideas through oral and written language
  - Work well as team members

What data did you use to form this goal?	What were the findings from the analysis of the data?	How will the school evaluate the progress of this goal?
<p><b>January 2013 - December 2014</b> Instructional rounds, peer observations, random student interviews</p>	<p><b>Time on Task:</b> The WASC Instructional Rounds (county report) has shown an increase from 35-50% for student on-task behavior over a three-month period (Jan-Mar 2014).</p> <p><b>Checking for Understanding and Stating Daily Learning Objectives:</b> During walk-throughs and peer observations, county staff and peer observers witnessed a 20% increase of teachers who routinely stated their learning objectives and regularly checked for student understanding of learned material. Implementation of these instructional norms increased from 60-80% over a three-month period (Jan-Mar 2014).</p>	<p>Teachers, support staff, and administration will continue instructional rounds in a non-evaluative manner.</p> <p>Teaching staff will participate in monthly peer observations (departmental and non-departmental).</p> <p>Students will be polled and questioned about the effectiveness of the implementation of these instructional norms.</p>

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**Strategy:** Continue current practices of instructional norms and implement new ones if necessary. At the end of the year we will reevaluate the need for further implementation of additional norms.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Task/Date</b>	<b>Cost and Funding Source</b>
July 2015 Compile CST and EAP testing results	Counseling staff / administration	August 2015 Teachers will meet and evaluate data during the in-service period before the start of school	Unknown
July 2015 Compile CAHSEE Results	Counseling staff / administration	August 2015 Teachers will meet and evaluate data during the in-service period before the start of school	Unknown
July 2015 ELA Language Levels and assessment information	Counseling staff / administration / ELA coordinator	August 2015 Teachers will meet and evaluate data during the in-service period before the start of school	Unknown
July 2015 - May 2016 IEP, 504, and SST documents for special needs students	Counseling staff / administration / ELA coordinator / Special Education staff	August 2015 - May 2016 Teachers will be provided documents as soon as they are available	Unknown
July 2015 and May 2016 Graduation rates	Counseling staff	August 2015 and May 2016 Teachers will work with administration and counseling staff to disseminate graduation rates and develop strategies so that we will have 100% of students graduate	Unknown
November 2015 Provide and explain PSAT scores for students who have taken	Counseling staff	January 2016 Counseling staff will provide teachers with information on how to	Unknown

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practice exam		disseminate the data. Teachers will use this data to assist students in higher score when the SAT is taken.	
July 2015 Develop instructional rounds schedule	Administration	August 2015 - May 2016 Teachers, support staff, and administration will participate in monthly instructional rounds	Unknown
July 2015 Develop schedule for regular department meetings	administration / department chairs	August 2015 - May 2016 Departments will hold regularly scheduled meetings to discuss methodology for best instructional practices	Unknown
August 2015 develop a schedule for monthly peer observations	Department chairs / teachers	August 2015 - May 2016 All teachers will participate in monthly peer observations in and out of departments	Unknown
August September 2015 develop a schedule and criteria for student polling and questioning of Instructional Norms	Department chairs / teachers	August 2015 - May 2016 Students will be polled and questioned about instructional norms in their English classes on a quarterly basis	Unknown



**School Goal #4: RHS continues to work toward providing and improving technological resources for staff and students. Teachers have participated in training in the use of technological tools that can be used to improve instruction; although many teachers incorporate technology regularly in their courses, not all teachers are using the resources available. Continued support is needed to encourage all teachers to use technology most effectively to enhance student learning. Students do not have access to all of the updated technology that other schools in the area may have, and we continue to work towards providing students and staff with the most up-to-date technology possible.**

- *All staff will use technology on a regular basis: technology for communication, for instruction, and for research in and out of the classroom.*
  - *Aeries will be updated at least once every two weeks.*
  - *Establish a Technology Team to examine technology needs; then aid and assist with staff by training, peer helping, and continued support.*
  - *After staff technology training, teachers will implement new instructional strategies within two weeks.*
  - *All classrooms will have access to a set of chromebooks and/or comparable device.*
  - *Technology needs to be a regular staff meeting agenda item, with one collaboration per quarter for technology training.*

**Rationale: The new SBAC test requires students to use technology during assessment. The Common Core Standards require us to teach digital literacy. As a staff we are required to keep up with this technology and implement it in our instruction. As the world becomes increasingly paperless we need to introduce our students to the technological tools that can be used for their future lives whether it be college, occupation, or both.**

**SLOs Addressed: Exchange and interpret ideas through oral and written language including the digital world, in a variety of fields & exhibit college and career readiness.**

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What data did you use to form this goal?	What were the findings from the analysis of the data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> <li>● Parent Feedback</li> <li>● Student Surveys</li> <li>● Peer Observations</li> <li>● Peer Discussions</li> <li>● Feedback from Instructional Rounds</li> <li>● Teacher Feedback through Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers require more training, as well as follow up teaching and collaboration within content areas</li> <li>● All teachers need to be implementing the use of technology in their classrooms with the resources available</li> <li>● More accountability from administration/departments/peers</li> </ul>	<ul style="list-style-type: none"> <li>● Surveys taken from parents, students, and staff.</li> <li>● A technology committee that will help to evaluate and support the RHS stakeholders</li> <li>● A yearly evaluation of unique users ie: parents/students that monitor Aeries, Facebook (number of friends), Twitter (how many users are following RHS)</li> <li>● Within the first year RHS Staff will be surveyed to verify that the chromebooks have been readily accessible when scheduled.</li> </ul>

**Strategy: In the 2015-2016 school year, Ripon High School will increase technology use and mastery by providing increased technological equipment and by increasing training and support for using technology in the classroom.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
All staff updating Aeries on a biweekly basis / Jan 2015	All staff members	End of 2015-16 School Year	N/A
<i>Establish a Technology Team by the fall of 2015</i>	Staff Volunteers -	Assess school/staff technology needs through use of a survey in spring of 2015.	N/A

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<p><i>to examine technology needs, and then aid and assist with staff by training, peer helping, and continued support.</i></p>		<p>Create a Technology Team consisting of volunteer teachers from various subject areas to provide support on a needed basis by Fall 2015.</p> <p>Research new technology to improve/aid staff needs and instruction.</p> <p>Provided training for staff that need further training from both inside and outside sources (i.e. other RHS teachers, programming representatives, etc.)</p>	
<p><i>After staff technology training, teachers will implement new instructional strategies within two weeks.</i></p>	<p>Each Individual teacher</p>	<p>Teachers report training at Department and Collaboration Meetings.</p> <p>Departments will use collaboration time throughout the school year to discuss ways to implement and improve instructional strategies using new ideas and strategies learned via professional development.</p>	<p>No funds necessary. Can be done as part of collaboration and staff development time.</p>
<p><i>All classrooms will have access to a set of chromebooks and/or comparable device.</i></p>	<p>Ripon High and District Administration</p>	<p>Increase our current carts from 30 to 36 books by end of 2014-15 year.</p> <p>Purchase one or more additional chromebook carts and/or comparable devices on a yearly basis.</p> <p>Make goal known to Booster Club before end of school year 2014-15.</p>	<p>District and Booster Club funds as available.</p>
<p><i>Technology needs to be a regular staff meeting agenda item,</i></p>	<p>All Staff Members and RHS Administration</p>	<p>Members of each department will prepare a brief report on their progress with new technology teaching strategies to be presented at each staff meeting.</p>	<p>N/A</p>

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<i>with one collaboration per quarter for technology training.</i>		The start of the 2015-16 school year.	
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**School Goal #5:** Increase awareness, understanding, purpose, and implementation of the School-wide Learner Outcomes (SLOs) for staff and students alike. We want to reevaluate the expectations and how they support our mission.

**Rationale:** Due to the fact that the SLOs define our mission as a school, we need our students and staff to be conscious of and understand the direction that the school is headed, so we can achieve our goals.

**SLO Addressed:**

- **Academic Achievers who:**
  - Demonstrate proficiency in reading, writing, and mathematics
  - Demonstrate use of available resources for problem solving
  - Demonstrate individual proficiency in content areas
  - Demonstrate use of current technologies
  - Develop and pursue goals
- **Community Contributors:**
  - Understand the rights and responsibilities of citizenship
  - Respect individual differences
  - Participate in community service
- **Effective Communicators:**
  - Successfully exchange and interpret ideas through oral and written language
  - Work well as team members

What data did you use to form this goal?	What were the findings from the analysis of the data?	How will the school evaluate the progress of this goal?
A survey was developed and will be distributed to students and staff. Questions were based around knowledge of SLOs.	The vast majority of students were unable to identify the SLO's or explain what SLO's were. When asked the same questions using the term ESLR's, the majority of students were still unable to identify what the ESLR's were or their purpose.	After staff and student data is reviewed, we can gauge the extent to which the school population understands the SLOs.

**Strategy:** 1.) Since teachers are writing their objectives on the board already, we believe that they could include the SLOs that they are meeting as well, so the students are aware of what SLO they are meeting and how. This would also allow the students to see how they are meeting objectives. 2.) Teachers use checking for understanding in reference to the SLOs while teaching a lesson. We do this with our content standards already, so we could just add this into our questioning of students as we are teaching. 3.) Provide all teachers with posters that support the SLOs. 4.) Provide teachers with video segments to show students in class that support the SLOs, similar to what we have done with the Tomahawk News program that we have ran in advisory. 5.) Use positive student behavior support to award students who have been seen on campus meeting those behavior guidelines.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
Get a baseline awareness of SLOs from student and staff at RHS	Whole Group will survey their advisory classes.	Administer survey 1/14/15	\$0
Introduce SLOs to staff	Administration	1/21/15	\$0

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Introduce SLOs to students in Advisory or English classes	Teachers/ Administrators	2015	\$0
Make New SLOs Posters	Administration	2015	\$500
Video segments supporting SLOs	Teachers/ Students/ Administration	2015	\$0 (unless we need to pay a stipend)
Resurvey	Our action group.	2015	\$0

**School Goal #6:** Develop and Improve the effectiveness of the weekly advisory period.

**Rationale:** The time students and teachers spend in advisory is not being used productively, but for testing reasons, the classes must remain intact. Therefore, we must develop school-wide norms for Advisory that include achievable goals, productive activities, academic activities and citizenship education.

**SLO Addressed:**

**Academic achievers who:**  
Exhibit College and Career Readiness and goals as life-long learners.

**Community Contributors who:**  
Understand and demonstrate the rights and responsibilities of citizenship.

**Effective Communicators who:**  
Present a culture of respect to themselves, others, and the community.

What data did you use to form this goal?	What were the findings from the analysis of the data?	How will the school evaluate the progress of this goal?
<p>Data has been gathered through collaboration. Feedback from teachers demonstrates that advisory is not being used productively. We developed grade-level discussion packets but there was incomplete buy-in and inadequate preparation time to discuss the topics with our students.</p>	<p>Advisory is not meeting the needs of the students. Lessons are inconsistent due to other activities the school hosts during advisory. We need to find a curriculum the teachers buy into, with limited preparation time.</p>	<p>Each grade-level advisory teachers will meet per quarter to evaluate the process and progress.</p>



**Strategy: Develop clear, consistent activities for Advisory period. More clarity, and ease of use will increase student participation and buy in.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source
<p>Increase teacher buy-in. Teachers need to realize the value of following and establishing a relationship with the same group of students for four years to create an environment of academic achievers, community contributors and effective communicators.</p> <p>Change Advisory/ Collaboration to Mondays</p> <p>Each grade-level advisory team will meet once per quarter to go over relevant topics of discussion and ideas for their advisory level.</p> <p>Create short educational activities or discuss topics that are important and relevant to students. Allow teachers to select among different activities or topics of discussion in order to get to know each other better and create a sense of community.</p> <p>Every advisory class needs a room that is conducive to</p>	<p>Mr. Morrow</p> <p>Mr. Morrow</p> <p>Head grade-level advisor</p> <p>Advisory teachers, information from Counseling office</p>	<p>Aug. 2015</p> <p>Aug. 2015</p> <p>One per quarter during collaboration</p> <p>Get to know students                      Current events                      Go over SLOs                      Go over students' grades from Aeries gradebook                      SSR                      Character Education                      Career Choices and planning                      Discuss differences between colleges:                      Community College, CSU, UC, Private, Military                      Naviance checks</p>	

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<p>discussions.</p> <p>Move announcements to third period instead of advisory. Add 3 minutes to 3rd period.</p>	<p>Mr. Morrow</p> <p>Mr. Morrow</p>	<p>Talk about upcoming tests (PSAT, SAT, ACT, etc.)</p> <p>Testing - Sophomores, Juniors</p> <p>Rallies</p> <p>Voting</p> <p>Aug. 2015</p> <p>Aug. 2015</p>	
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**Appendix**

The following is a list of links to documents that the WASC visiting committee will be provided with upon arrival:

[2014-2015 Bell Schedule](#)

[Master Schedule](#)

[School Map](#)

[Student Handbook](#)