

Ripon High School WASC Self Study 2008/2009



Focus on Learning

**Ripon High School
WASC Self-Study 2008/2009
Focus on Learning**

submitted to the

Western Association of Schools and Colleges

and the

California State Department of Education

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Ripon High School
Focus on Learning
WASC Self Study 2008/2009



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PREFACE

Our WASC self-study process brought staff, parents, and students together in a surprisingly in-depth inquiry into students' success at Ripon High School. We assessed what our students know and how well we are facilitating their learning. After identifying successes and challenges, we developed an action plan for the next five years. There is certainly much to celebrate at RHS; yet more work needs to be done in order to ensure academic success for each student. WASC was a call to reenergized and refocused action.

Amie Packer, M.A., English Department Head and English teacher, served as our WASC Coordinator. She was given a stipend for her work in Spring 2008, and given two release periods to research and write during the 2008-2009 school year. She coordinated the process for our WASC Self-Study, and the writing of the report and action plans.

The WASC process challenged and excited us. The WASC Coordinator decided to join a Visiting Committee group and participated in a WASC visit in March. The Vice-principal also joined a Visiting Committee, and attended a WASC visit in March as well.

The entire staff participated as members of departments and interdisciplinary Focus Groups in regular meetings over fifteen months. The Site Council and other student and community representatives, including district office administrators and governing board members, contributed to the self-study and the revision of the report by participating in Focus Groups and in separate meetings of their own groups as well.

We spoke to hundreds of parents and students through meetings, surveys and their participation in Focus Groups. These individuals spoke to us with honesty and frankness about our school. Their feedback was vital to this process.

Jim Tornell, Gary Meyers, Cameron Burton, Col. Pat Dunn, and Mary Swier led the efforts of the five focus groups. They also directed the primary drafting of the focus group reports. Amie Packer and Lance Morrow assumed primary responsibility for guiding us through the development of the WASC 2009 Action Plan. All chapters of the report were revised multiple times based upon input from all stakeholders.

The Leadership Team, composed of the Administration, and Department Coordinators played the primary supervisory and decision-making role as the process unfolded. The entire staff voted to ratify the report in February 2009.

A brief description of our process:

Spring 2007

Under the leadership of principal, Jeff Frase, the departments compiled binders which contained for each course: a Course Description, an Instructional Calendar, Common Assessments, Frequent Ongoing Assessments, Common Finals, and Sample Lesson Plans. These lessons reflected EL strategies, Special Education and 504 components, Technology Integration, and Explicit Direct Instruction (EDI) lesson plans. Departments utilized collaboration time each week to work on Vertical and Horizontal Alignment. RHS held a collaboration meeting focused on mission statements. Utilizing an educational video, staff members were exposed to several different approaches. Staff members, site counsel, and administrators contributed to the new mission statement. Over a series of weeks, the statement was modified and later ratified.

Fall 2007

The course binders were finalized. The principal, Jeff Frase, introduced the WASC process to staff. The Leadership Team was assembled representing each department. Members of the Leadership Team were assigned sections of the Community Profile to collect. Administrators and Counselors participated in the development of the Community Profile. Each department had tasks to accomplish, and began collecting information. Each department began working on gathering data and work samples which aligned with the Focus Group Criteria. Special emphasis was given to sections C and D. Data was collected reflecting standard based learning and standards based curriculum. Departments continued to also utilize collaboration time to work on alignment, one of our critical academic needs

Spring 2008

The principal and the WASC Coordinator attended a WASC training at the Stanislaus County Office of Education. At subsequent Leadership Team and staff meetings, they explained WASC to the staff, and explained the process and timeline. The Administration and Faculty held discussions on the demographics, as well as strengths and challenges at RHS and students' potential critical academic needs. In a series of meetings, staff members examined CST data and Academic Performance Data. Based on these meetings, departments formed conclusions and made suggestions for the future of RHS.

January 2008

At the first January full day in-service, staff members and departments began to prepare strategies to answer the Focus Group questions. Staff members were randomly divided into groups which then began developing the plans for parent and student surveys. Staff later gave feedback on the proposed survey drafts.

February 2008

Departments continued their work. The staff discussed and collected samples which reflected the changes implemented during the past three years, and the impact on student achievement. Staff discussion focused on ways to increase the performance of low-skilled students. The Leadership Team discussed and approved the parent surveys.

March 2008

Jeff Frase gave the site counsel the initial parent surveys. Departments continued preparing for Focus Group meetings, discussing the curriculum, instruction, and assessment approaches commonly used in each course. Departments also discussed issues related to the vision/purpose/organization. School culture and student support issues that were of concern to members, were discussed in departments. Mr. Frase discussed the initial parent survey results with the entire staff. A preliminary report on student demographics and student achievement data was created. The Leadership Team continued to lead department discussions related to WASC and Focus Group work.

April 2008

Staff members met in series of collaboration meetings designed to assist staff in sharing their opinions and concerns about school improvement. In the initial meeting, Mr. Frase reviewed the school data about Ripon High School achievement. In the subsequent meeting, staff participated in a “poster walk”--staff members voiced their concerns and thoughts about RHS performance outcomes and needs. The major preliminary findings were presented to staff in a PowerPoint. The Leadership Team continued to check in with staff members about department discussions related to WASC and Focus Group work. The WASC Coordinator began to gather specific information documenting school-wide progress on each section of the action plan since the WASC Progress Report two years ago, and since the previous self-study in 2003. Class visits by administration occurred to assess the use of objectives, and checking for understanding. Findings were presented in e-mails.

May 2008

Focus Group leaders met after school to analyze the preliminary findings and begin discussing future goals, including possible goals for the WASC 2009 Action Plan. The goal at this point was to allow ideas to percolate over the summer, before specific plans were developed.

August 2008

Before the school year even started, an entire day was dedicated to Focus Groups and WASC. Amie Packer presented a brief discussion of the timeline and work ahead. The staff self selected Focus Groups. The Leadership Team member was asked to act as the directors of each of the groups. Each group had representatives from the school departments, and selected non-certificated staff members, parents, and students to participate in their group. Focus Groups then spent an entire day sifting through data collection efforts by the departments, and working to collect missing data. During the afternoon, all staff members attended training for the AERIES grade book program which will be mandatory this year. Every staff meeting, collaboration meeting, and work-day in August was dedicated to WASC by the interim principal Dick Durham. A draft of the finalized parent survey was developed, approved, and administered online via SurveyMonkey.com. On “Back-to-School Night” parents were given fliers which encouraged them to go online and take a survey about RHS. A link to the survey was also placed on the District website.

September 2008

Focus Groups continued to meet on a weekly basis. The first week of September, Focus Groups met with parents, staff and students present. Parents, and students were invited via email, and phone to participate in Focus Groups. Writers continued to work on their draft reports. The new administrator, Principal Lance Morrow, was informed of the status of our WASC efforts. He chose to provide an extra release period for the WASC Coordinator. Focus Group Leaders met to clarify expectations and to facilitate the Focus Group meetings. Focus Groups met for to review their draft focus group reports. A draft staff survey was developed, approved, and administered. The online survey was created for the staff, designed to solicit feedback on WASC criteria. We found the parent response to the survey was minimal, so secretary Elaine Williams had the RHS computer phone system begin calling parents at home. These calls encouraged them to go to the District website and take the online survey.

October 2008

Student and parent surveys were conducted, results tabulated, and comments typed, analyzed, and summarized. Focus Group leaders continued to plan reports and accumulate evidence. Rough drafts were completed before fall break.

November 2008

Staff held an all-day meeting focusing solely on the Action Plan. Each focus group prepared a statement summarizing the strengths and challenges identified by each Focus Group. These statements were shared with the staff and discussed. English Language Development specialist spoke about the concerns facing the ELD program. The Special Education teacher spoke about the concerns facing the Special Education program. The AVID coordinator spoke about the concerns facing the AVID program. The Counseling department spoke about the concerns facing the counseling department. Throughout the meeting, the Coordinator took notes which she then produced as a hand-out for discussion. Staff divided into groups reflecting all the disciplines, and discussed what they felt were the top priorities for the RHS Action Plan. Results were collected, and we created a top ten list. The staff then held a dynamic, respectful discussion to select the top goals. Some goals were combined, and some were discarded. Within a few hours, we had a list of four which were agreed upon. We again self-selected into groups and began crafting our Action Plans. The WASC Action Plans were developed over a series of three meetings.

December 2008

Staff continued gathering WASC evidence. Revision process continued as members of each

January 2009

For half of a day, the Focus Groups conducted a Writers Workshop. Groups read one another's report and studied their evidence binders. Groups then recommended revisions to the report writers, and identified gaps in evidence. The groups made recommendations

for revision. They also finalized decisions about areas to celebrate, and areas for growth. Final Focus Group reports were submitted, and evidence binders standardized.

February 2009

The staff voted to ratify the WASC Self-Study and Action Plan.



Chapter 1: School Profile and Supporting Data

A. Demographic Data

1. Community

When Ripon High School opened its doors on September 1, 1910, it did so with the promise of new and innovative approaches to education that would empower all students to reach their highest potential. Today, Ripon High School strives to continue its tradition of excellence and achievement. Ripon High School is the only high schools in the Ripon Unified School District. The district also oversees five elementary schools. Ripon High is located in San Joaquin County in the Central Valley of California. The City of Ripon with nearly 13,000 residents, is located 70 miles south of Sacramento and approximately 90 miles west of San Francisco in the heart of the agriculturally rich San Joaquin Valley. 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.

There has been tremendous growth in the region over the last 15 years. Ripon, which was once a small farming community, is comprised of local and national businesses as well as large agrarian areas. 27% of individuals over the age of 25 possess a college degree. The median household income exceeds the California state average of \$49,006, with a median of \$55,821. 71% of residents own their own home within this small, low-crime community. As of January 1st, 2006 the current population of Ripon was 13,908. As expected, the student population has continued to grow to the current student population of 956.

Ripon High School participates in several state programs including Pupil Retention Block Grant and the CAHSEE Intensive Instruction and Services which provides funding to improve student proficiency in Algebra. Funds from Economic Impact Aid (EIA) are also utilized to improve student proficiency in Algebra and increase the re-designation rate. Ripon High receives funds from the Middle and High School Supplemental School Counseling Program, as well as the School Safety and Violence Prevention funding. Federally, Ripon High receives Title III, Limited English Proficient student funds intended to increase the re-designation rate. Title V, Part A Innovative Programs fund Career Exploration Programs.

We are fortunate to have a community that recognizes the achievements of our students and staff. Our school also is supported through partnerships with Safe and Drug Free Schools and Sober Grad Inc. Our school has an active Boosters Club, JROTC Parent Support Group, and ROP Parent Support Group, and School Site Council. Ripon High

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 and various visual artists and sports photographers. This wide range of community 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 numerous District committees including the Measure J Oversight Committee. One current and several former parents are members of the local school board.

As a comprehensive public high school, Ripon High offers a wide variety of academic and career options to students. During the 2005-2006 year, our major objectives were: continuing to expand implementation of Explicit Direct Instruction (EDI) to the standards in all courses; expansion of the AVID (Advancement Via Individual Determination) program, which allows under-represented students access to advanced placement courses at Ripon High and to enroll in four-year universities after high school; and further alignment of curriculum to State Standards to ensure our students do well on the STAR and CAHSEE exam. As the school's enrollment has grown, its demographics have changed, reflecting a wide range of socio-economic, educational and cultural backgrounds. The student population make-up has remained predominantly white. The most significant student population changes have been with the Hispanic students increasing from 22% in 2003, to 29% in 2007.

There are currently 15 English Language Learners (ELL) being served in English Language Development (ELD) classes and Migrant Education. The ELD courses also include the services of bilingual aides during much of the class period. One former ELL student has been re-designated as Fluent English Proficient (FEP) during the first few months of this school year. During the last three years Ripon High School has seen an increase in our special needs population. The Special Education population of 44, has 11 students which receive services in the Special Day Class (SDC) and 19 students attend the Study Skills Class. 33 students receive the assistance of the Resource Specialist Program, in which a resource specialist assists them in their mainstream courses. Further, the number of students who request college-level courses has increased steadily year after year. The current number of students enrolled in AP courses is 36% higher than it was in 2004. In response to this increase, we have worked to increase the Advanced Placement programs and Honors offerings.

Ripon High School meets the needs of its diverse community through a variety of programs--academic, co-curricular and extra-curricular. Academic success is facilitated by programs such as Achievement Via Individual Determination (AVID), Regional Occupation Program (ROP) classes. Students are encouraged to succeed through programs such as Renaissance, and are recognized in a variety of ways. The Renaissance program rewards all students for academic improvement and excellence. Students attaining a 3.6 grade point average (GPA) for a semester receive special recognition and incentives. In March 2008, the school board approved a gold seal which will appear on the diplomas of students who score 370 or better on six different CSTs.

2. WASC Accreditation History

In 2003 and 2006, RHS underwent a WASC review. Our 2003 WASC was a struggle for RHS. We were floundering between administrators at the time, and there was a high level of confusion and frustration. Our campus and district was clearly lacking. There were crucial issues which the Visiting Committee perceived were lacking at RHS. The Visiting Committee found that there were many disputes with the district over leadership. In an unprecedented move, the WASC visiting committee asked for an emergency meeting with the governing Board of Trustees.

RHS faculty and staff took the feedback given to heart. RHS re-focused, re-tooled, and grew immensely from this hard learning experience. By 2006, we had resolved a majority of issues that had arisen in the previous visit. Although we have a new administrator this year, the staff is responding positively and acting as a team unit. There is a spirit of collaboration, responsibility and professionalism among teachers. We have confidence that our school can be one of the best, and that RHS keeps student learning as our chief focus and aim.

RHS now has an active Site Council; RHS has now aligned its curriculum to the standards; RHS has now aligned its assessments to the standards. We have clarified our decision making processes, and resolved the confusion which existed in 2003. We have put a staff development plan in place. We have developed campus-wide discipline policies that are enforced consistently by all staff. As of August 2008, all courses taught at RHS have aligned Level 3's approved. Along with these key changes, there are established priorities which we have directed a focused effort to improve.

When the 2006 WASC Visiting Committee arrived, they were coming to a new school. A Ripon High School that was more focused, more organized, and more capable of producing results in student learning. In 2006, we developed a comprehensive Action Plan with timely benchmarks, assessment strategies, and specific persons accountable for implementation. Now in 2008, our structure for success is in place, and we are enjoying the benefits of being a more organized and more focused school.

3. School Purpose

We will be competent. We will be flexible and sensitive to the needs and abilities of children. We will recognize and nurture the talents in each child. Our success will be measured by the degree that we help each child develop a positive self-image and a sense of well being. Our students will have:

- *competence in basic skills.*
 - *social responsibility.*
 - *values and high standards of personal health and hygiene.*
 - *skills to participate in a democracy.*
 - *career information, economic principles and a work ethic to participate in a capitalistic system.*
 - *self-discipline, self-direction and appreciation for cause and effect relationships.*
- Our school will be a haven for harmony, courtesy and self-worth.*

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

- Academic Achievers and Critical Thinkers
- Community Contributors
- Effective Communicators

4. School Status

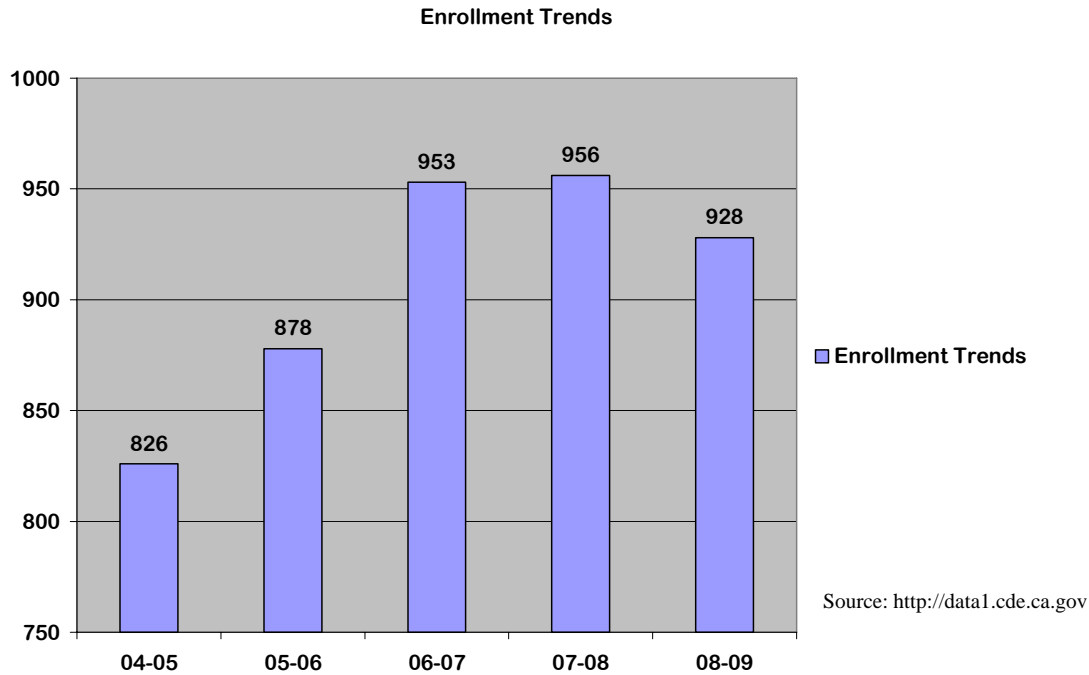
Ripon High School is in good standing with all state and federal institutions. The school is not a Title I school, and it is not targeted for any assistance. RHS has met Adequate Yearly Progress (AYP) for the past two years. RHS is not identified as Program Improvement, II-USP, CSR, or HPSG. The school is not a part of Federal Comprehensive Reform, and is not working with any outside providers or external evaluators. RHS has not been through any other audit processes, and does not have a corrective action plan or joint intervention agreement. RHS has met all state and federal deadlines for improvement and growth.

5. Enrollment

Ripon High School is part of the Ripon Unified School District. For the 2008-2009 school year, the enrollment for grades 9-12 was 928 students. There are 252 students in the 9th grade, 235 students in the 10th grade, 232 students in the 11st grade and 209 students in the 12th grade. The ethnic makeup of the school is 66.0% Caucasian, 29.0% Hispanic, 1.3% Asian, 1.6% African American, 0.6% Filipino, 0.9% American Indian/Alaskan Native, 0.1% Pacific Islander, and 0.5% other/multiple ethnicities.

Ripon High School has 9% of the students eligible for Free Lunch, and 2% eligible for reduced lunch. 10% of the students enrolled are Migrant Education Students.

Our school staff includes a total of 44 Credentialed Teachers, two Administrators, three Counselors, and the following support personnel: three Secretaries, three Custodians, four part-time Instructional Aides, one Bilingual Aide, one Library Clerk, and one Attendance Liaison.



6. Language Proficiency

At Ripon High School there are currently 15 EL (English Learner) students. Four of the EL students have IEP's (Individualized Educational Plans) and are not enrolled in an ELD (English Language Development) class. There are 117 RFEP (Redesignated Fluent English Proficient) students. Of those 117 students, 22 were reclassified within the past two years and are monitored by the ELD teacher and bilingual aide. There are 16 IFEP (Initially Fluent English Proficient) students enrolled at Ripon High.

As of 2008, the total number of English Learners is 35, and 29 of these students took the CELDT California English Language Development Test. Out of the 29, 7% were ranked at Beginning, 21% at Early Intermediate, 41% at Intermediate, and 31% as Early Advanced.

7. Attendance

The school emphasizes the importance of good student attendance. Three years ago a new tardy policy was implemented which ascribed detention for the second tardy, with increasing detention time for subsequent tardiness. This policy resulted in a decrease in the number of students arriving late to class. The campus guard and administrators hasten students to class by being visible during breaks. We have also implemented an award program, inviting perfect attendance students to a pizza party at the end of the semester.

The California Legislature defined a truant in very precise language. In summary, it states that a student missing more than 30 minutes of instruction without an excuse three times during the school year must be classified as a truant and reported to the proper school authority. This classification and referral, helps emphasize the importance of

school attendance and is intended to help minimize interference with instruction. RHS teachers have been more proactive in monitoring attendance, identifying truant students, notifying parents, and working with administration. We experienced an initial reduction in truancy, which bounced up last year. We are working hard to decrease this number, and have implemented in-school suspension this year which we hope will have an impact.

Truancy Rate: 4-Year Trends

| | 2007-08 | 2006-07 | 2005-06 | 2004-05 |
|----------------------|----------------|----------------|----------------|----------------|
| # of students | 36% | 31% | 33% | 34% |

Source: Safe and Healthy Kids Survey

In cases where individual tardiness and attendance problems become chronic in spite of normal avenues of intervention, the School Attendance Review Boards (SARB) is a valuable tool to get families involved in attendance improvement.

8. Suspension and Expulsion Rates

In the 2005-2006 school year we experienced an increase in enrollment, we also experienced more students with behavioral problems. In October 2005, a 19-year old male who was not connected to RHS, was stabbed in altercation after a RHS school football game. Police officers informed administrators that it was gang related. Administrators responded to increased concerns about gang activity on campus. The administration worked in collaboration with our local Ripon Police Department and others to provide training and raise the staff's awareness of what to look for in identifying gang activity. A new dress-code was established which prohibited particular clothing which was connected to gang identification.

In each subsequent school year, we have begun each year with a presentation by the Ripon Police Department educating staff on the latest drug and gang trends.

Suspensions: 4-Year Trends

| | 2007-08 | 2006-07 | 2005-06 | 2004-05 |
|----------------------|----------------|----------------|----------------|----------------|
| # of students | 539 | 485 | 604 | 366 |

Source: Safe & Healthy Kids

In September 2008 the school board approved the implementation of in-school suspension. This takes place once a week on campus under the supervision of the vice-principal and a substitute teacher.

Expulsion: 4-Year Trends

| | 2007-08 | 2006-07 | 2005-06 | 2004-05 |
|----------------------|----------------|----------------|----------------|----------------|
| # of students | 7 | 8 | 16 | 16 |

Source: Safe & Healthy Kids

Suspensions by Ethnicity 2007-2008

| | Caucasian | Asian | Latino | African American |
|----------------------------|-----------|-------|--------|------------------|
| % of suspensions | 62% | .7% | 30% | 7% |
| % total student population | 65.3% | 2.6% | 25.6% | 1.5% |

Source: District Office

The African American and Latino subgroup seems to be slightly disproportionately represented. This is a trend we will continue monitoring.

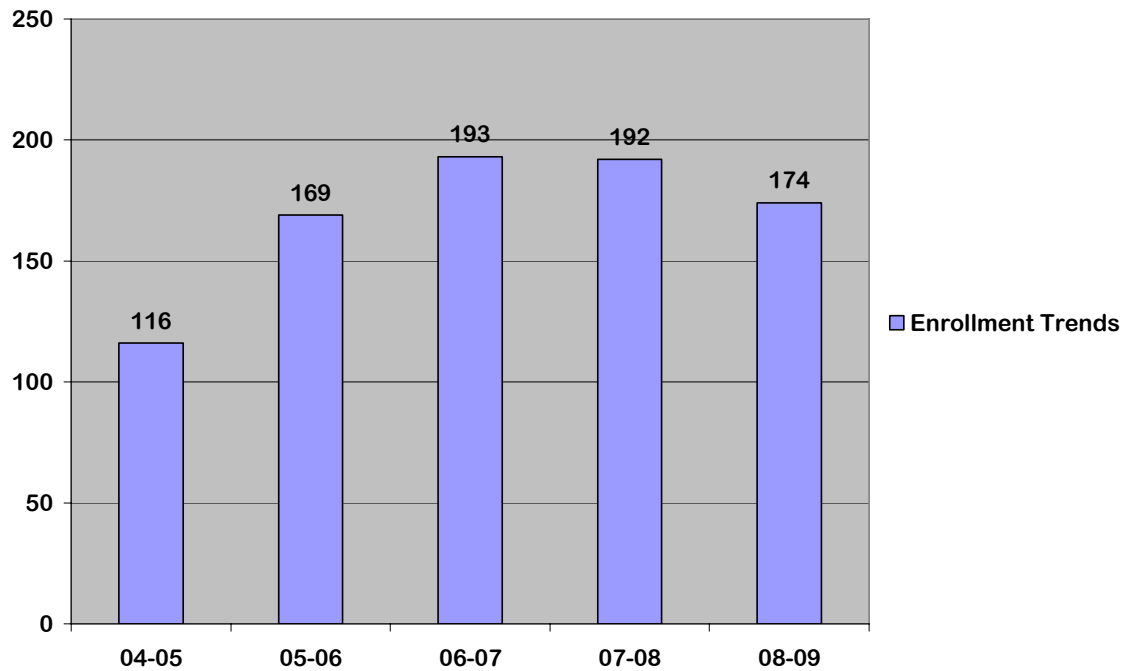
Expulsion: Four Year Trend

| | 2007-08 | 2006-07 | 2005-06 | 2004-5 |
|-------------|---------|---------|---------|--------|
| Recommended | 15 | 21 | 26 | 22 |
| Expelled | 7 | 8 | 16 | 16 |

Source: District Office

9. Student Population: Socioeconomic, Ethnicity, ELD, AVID

Socioeconomically Disadvantaged Students



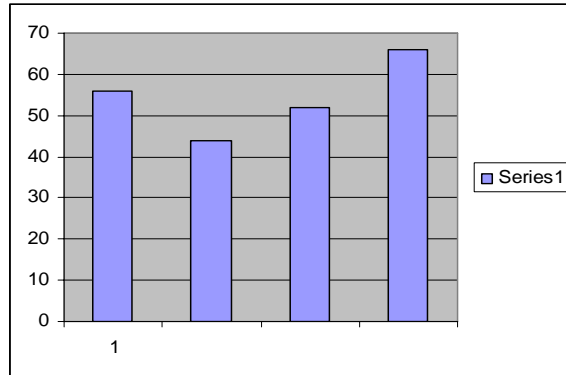
Source: site office 08/08 SED # taken at end of year and does not incl. inactive students

The number of Socioeconomically Disadvantaged (SED) students has increased 50% in the past five years. Students are identified as SED because they participate in the

Free/Reduced Lunch program and/or both of their parents have not received a high school diploma. Many students who qualify for Free/Reduced Lunch do not submit their claim forms. Parent education levels are self-reported data. The number of SED students constitutes one of the subgroups for Academic Performance Index (API). Although they met their growth targets for 2006 and 2007, this subgroup did not meet the growth target for 2008.

SEIS: the number of Special Education Students 2005-2008

| Year | Number of Special Education Students were receiving services at RHS |
|------|---|
| 2005 | 56 |
| 2006 | 44 |
| 2007 | 52 |
| 2008 | 66 |



Source: District Office

The number of Special Education Students has increased in the past four years. Ripon High School is adjusting to meet the increased needs of these students. We have shifted to the Push in model for the majority of our Special Education students.

Population by Ethnicity Trends

| | American Indian | Pacific Islander | Fillipino | Hispanic or Latino | African American | White | No response or Multiple Responses |
|------|-----------------|------------------|-----------|--------------------|------------------|-------|-----------------------------------|
| 2008 | 0.8% | 2.6% | 1.1% | 25.6% | 1.5% | 65.3% | 2.4% |
| 2007 | 0.9% | 4.0% | 1.0% | 28.1% | 1.5% | 65.2% | 1.0% |
| 2006 | 0.9% | 1.0% | 0.6% | 29.0% | 1.6% | 66.0% | 0.5% |
| 2005 | 0.9% | 0.0% | 1.0% | 27.6% | 1.5% | 66.2% | 2.4% |
| 2004 | 0.5% | 2.0% | 0.8% | 26.5% | 1.3% | 68.4% | 0.0% |

Source: <http://data1.cde.ca.gov>

Percentage Change in Enrollment by Ethnicity from 2005-2009

| American Indian | Pacific Islander | Fillipino | Hispanic or Latino | African American | White | No Response or Multiple Responses |
|-----------------|------------------|-----------|--------------------|------------------|-------|-----------------------------------|
| 0.3 | 0.6 | .3 | -0.9 | 0.2 | -3.1 | 2.4 |

Source: <http://data1.cde.ca.gov>

Percentages of ethnicities have remained similar as enrollment numbers have risen. We have experienced a 3% decrease in Caucasian students, and an increase in students who identify themselves as “multi-racial.” Our district office projects that the number of Latino students will continue to grow based on our current elementary school statistics. The number of Hispanic or Latino students constitutes one of the subgroups for Academic Performance Index (API). Although they met their growth targets for 2006 and 2007, this subgroup did not meet the growth target for 2008.

Numbers of English Learners, FEP, and Redesignated Students

| School Year | Enrollment | English Learners | | FEP Students | | Students Redesignated FEP | |
|-------------|------------|------------------|------|--------------|-------|---------------------------|-------|
| | | Count | % | Count | % | Count | % |
| 2007-08 | 928 | 31 | 3.3% | 128 | 13.8% | 0 | 0% |
| 2006-07 | 956 | 17 | 1.8% | 129 | 13.5% | 7 | 36.8% |
| 2005-06 | 953 | 19 | 2.0% | 129 | 13.5% | 19 | 67.9% |
| 2004-05 | 878 | 28 | 3.2% | 122 | 13.9% | 1 | 3.8% |
| 2003-04 | 826 | 26 | 3.1% | 144 | 17.4% | 2 | 15.4% |

Source: <http://data1.cde.ca.gov>

Approximately 83% of RHS students are native speakers of English. Our English Language Development program serves approximately 3% of our total enrollment. Our average over the past five years is approximately 24% re-designated annually. This re-designation is based on the students’ annual CELDT (California English Language Development Test) scores, academic performance, and parental opinion. Jill McPherson, the ELD director monitors the progress of Re-designated FEP students for two years. Approximately 13% of all RHS students are classified as FEP.

Number of Fluent-English-Proficient (FEP) by Language 2007-08

| Rank/Language Name | Total | % of Total |
|-----------------------------|-------|------------|
| 1 Spanish | 102 | 79.7 |
| 2 Vietnamese | 4 | 3.1 |
| 3 Punjabi | 4 | 3.1 |
| 4 Farsi (Persian) | 3 | 2.3 |
| 5 All other non-English lan | 2 | 1.6 |
| 6 Arabic | 2 | 1.6 |
| 7 Greek | 2 | 1.6 |
| 8 Khmer (Cambodian) | 2 | 1.6 |
| 9 Pashto | 2 | 1.6 |
| 10 Portuguese | 1 | 0.8 |
| 11 Russian | 1 | 0.8 |

| | | |
|-------------|-----|-------|
| 12 Lao | 1 | 0.8 |
| 13 Japanese | 1 | 0.8 |
| 14 German | 1 | 0.8 |
| FEP Totals | 128 | 100.0 |

Source: <http://data1.cde.ca.gov>

FEP students speaking Spanish at home constitute 12% of the total RHS population. 3% speak Vietnamese, 3% speak Punjabi, and 2.3% speak Farsi. Arabic, Greek, Cambodian, Pashto, and all other non-English languages constitute 1.6% each. Less than 1% speak Portuguese, Russian, Lao, Japanese, and German. A total of 14 languages are represented at RHS.

AVID: Advancement Via Individual Determination

The AVID (Advancement Via Individual Determination) program supports underrepresented students in reaching their goals of preparing for four-year colleges and universities. RHS students have the opportunity to participate in this college preparatory program that offers educational assistance to students with the potential to attend college. This program offers the bridge to college for this targeted group of students. The students visit colleges, and are provided college tutors to assist them with their school work. There are currently three sections of AVID available to students.

Avid Enrollment/College Readiness

| | 2008-9 | 2007-8 | 2006-7 | 2005-6 | 2004-5 |
|---|---------------|---------------|---------------|---------------|---------------|
| Number of students | 80 | 76 | 66 | 52 | 47 |
| Number of Seniors | 11 | 5 | 13 | 8 | 0 |
| Number accepted to 4-year colleges | NA | 10 | 7 | 7 | 0 |
| Number taking SAT/ACT | 17 | 11 | 8 | 8 | 11 |
| Number taking an AP exam | 5 | 11 | 19 | 16 | 6 |
| Number of AP courses taken by AVID students | 5 | 12 | 19 | 16 | 6 |
| Number eligible for Free/Reduced Lunch program | 19 | 13 | 11 | 6 | 10 |

Avid Enrollment by Ethnicity

| | 2007-8 | 2006-7 |
|--------------------------|-----------|-----------|
| American Indian | 1 | 0 |
| Asian | 3 | 3 |
| Pacific Islander | 4 | 0 |
| Filipino | 3 | 0 |
| Latino | 21 | 22 |
| African American | 0 | 0 |
| White | 39 | 40 |
| Multiple or Other | 3 | 1 |

Source: avidonline.org

10. Safety

Ripon High School was originally built in 1910 for 350 students; it now serves nearly 953 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 has 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. Ripon High passed the most recent facility inspection.

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. The Ripon Police Department recently equipped the school with cameras which feed directly to their building for constant monitoring.

Students are supervised by adults throughout the entire school day. When not in the classroom with their teachers, students are supervised by teachers, administrators, the campus security officer, and the Truancy Liaison. 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.

All students receive a planner, called the PSA (Premiere School Agenda), at the beginning of school. The PSA contains attendance requirements, discipline policies, general policies, and student services. The consequences for violating the school rules are outlined in the PSA as well. These rules were developed by a committee of parents, teachers, and students. They are reviewed and revised each year. The PSA is distributed and discussed in classes at the beginning of each year. A school wide assembly is also conducted. The vice-principal works hard to ensure that the rules have been strictly adhered to, and that consequences have been administered.

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, which builds good rapport between the police and students.

In 2006, the staff and administration implemented a very strict policy about gangs, and the wearing of gang-related attire. At the same time, Ripon police offered community gang awareness programs for parents. The Ripon police department has given teachers gang, drug and alcohol training yearly to assist staff in identifying the latest gang and drug related behaviors. As a result of the interventions and student support, the educational atmosphere is a positive one with clear expectations.

In a recent survey, a random group of students and faculty were asked to evaluate the cleanliness, adequacy and safety of the facilities. We found that the facilities overall were considered safe, adequate and clean. Two areas received lower rankings for cleanliness: the bathroom facilities and catwalk. The catwalk is not part of the school grounds, but is a path many students use to walk to school. The city strives to maintain it, and does graffiti sweeps often. The survey also showed that the Cafeteria/ Multi-Use Room received low scores for their speed in food distribution. Only about 10% of the student population disagreed with the statement that RHS is safe and protected. Only 16% disagreed with the statement that RHS is clean.

11. Staff



Ripon High School currently has 42 fully-credentialed teachers, three counselors, and two administrators. 42 of Ripon High's 44 teachers are fully credentialed. Two teachers are participating in a District Intern program. None are teaching outside of their area of competence.

The average number of years teaching by Ripon High staff is 11.6 years. There are three first year teachers, and five second year teachers currently on staff.

The Ripon High Staff has a gender balance of 22 male and 22 female teachers. The ethnicity of our teachers is: 5 Hispanic or Latino teachers, 1 African American, 1 Asian, and 1 Native American teacher (One no response). The 35 remaining faculty are white. Six of our full-time staff are Ripon High School graduates, and three are graduates of Ripon Christian.

Of 166 Core classes, 161 are NCLB Compliant. RHS has an overall percentage of 97% NCLB Compliant Classes. Thirteen instructors hold Master's Degrees, and one English instructor holds a Doctorate.

Ripon High School hired a total of 30 teachers during the last five years, but some were temporary replacements, some were non-reelected, and others relocated. RHS has hired three administrators over the last five years: two people served in the vice-principal position, and the new principal.

2007-2008 Credentialed Staff Data

| Teachers | % NCLB highly qualified teacher requirements | # Board Certified | # Master's degree | # Doctoral degree | # Teaching with emergency permits | # teaching outside credentialed areas |
|----------|--|-------------------|-------------------|-------------------|-----------------------------------|---------------------------------------|
| 44 | 97% | 0 | 13 | 1 | 3 | 0 |

Our current principal was hired after the start of the 2008-2009 school year. We began the school year with an interim principal. Mr. Dick Durham, a retired principal who assisted with the transition of leadership.

2007-2008 Administrative Data

| Administrator | Gender | # of years in current role | Total administrative experience | Prior experience |
|--------------------|--------|----------------------------|---------------------------------|------------------|
| Mr. Lance Morrow | Male | .5 | 10.5 | 9.5 teaching |
| Mr. Kenneth Goeken | Male | 1.5 | 2 | 13 teaching |

2007-2008 Classified Staff Data

| Classified Staff | Clerical | Custodial | Grounds | Cafeteria | Instructional Assistants |
|------------------|----------|-----------|---------|-----------|--------------------------|
| 2 | 4 | 3 | 1 | 4 | 6 |

12. Staff Development

Every year, six full days are dedicated to teacher training and staff development. Staff input is sought in the planning the development days. Training subjects have included: continuing to expand implementation of Explicit Direct Instruction (EDI) in all courses, expansion of the AVID (Advancement Via Individual Determination) program, and further alignment of curriculum to State Standards to ensure our students do well on the STAR and CAHSEE exams.

Teachers are also required to take continuing education courses in order to maintain current credentials. These measures ensure that the most up-to-date, researched, and proven instructional methods are used in our classrooms.

13. Students in Co-curricular

Ripon High School strongly believes that a comprehensive high school, in addition to providing a rigorous program, must also provide a full-range of activities for boys and girls. We strive to offer a complete extra-curricular program which rivals the larger schools. We have approximately 470 kids each year that participate, 50% of the

student population. Some of them are two sport athletes, and a few (34 last year) are three sport athletes.

The athletic director estimates that between 80-90% have 3.0 or higher G.P.A.. We fall in line with the national trend of an average athlete G.P.A. of about 2.9.

RHS Girls' Volleyball team is three time TVL champs, and section runner up for two years in a row. Girls' Soccer team is two time TVL champs. Boys' golf team and Girls' golf team was section champs in 2007. In 2007, RHS Tennis received the first ever TVL championship. We are competitive in almost every sport in the Trans Valley League.

In the past few years, several of our RHS athletes went on to a Junior College, and then picked up athletic scholarships from 4 year colleges. One of our top basketball players was offered a four-year scholarship to San Jose State. Each year two athletes at RHS receive a TVL scholarship awards.

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 offers. The number of students participating in these options remains high, between 650-700 students. 69% of all students report participation with one or more school sponsored activities, such as: clubs, sports, service organizations, student government, arts, and academic organizations.

Ripon High School Clubs 2007-2008

| | |
|----------------------------------|-------------------|
| Student Council | FFA |
| Senior Class '09 | FHA |
| Junior Class '10 | Girls League |
| Sophomore Class '11 | Journalism |
| Freshman Class '12 | JROTC |
| Academic Decathlon | Link Crew |
| AVID | Peerhelpers |
| Block R | Performing Arts |
| Cheerleading | Renaissance |
| CSF | Sacred Heart Club |
| Dance | Table Tennis |
| Estudiantes Unidos | Yearbook |
| FBLA | Dance Club |
| Fellowship of Christian Athletes | |

14. District Policies

The district expenditure per pupil is \$5,525. The supplemental expenditures per pupil is \$800, making the total expenditure per pupil \$6,325.

There are several programs and supplemental services that are available at Ripon High School. These are funded through categorical or other sources: 10th Grade

Counseling, Drug/Alcohol/Tobacco Education, Economic Impact Aid/English Learner Program, Student Improvement Program, Staff Development, ISGI/Special Education, ECIA/ESEA/IASA, Home-to-School Transportation, Instructional Materials, VEA, ROP.

Ripon High School receives the following Federal funds:

Title II, Part D, Enhancing Education Through Technology

Title IV, Part A, Safe & Drug-Free Schools & Communities

Title V, Part A, Innovative Programs

Ripon High School receives the following State funds:

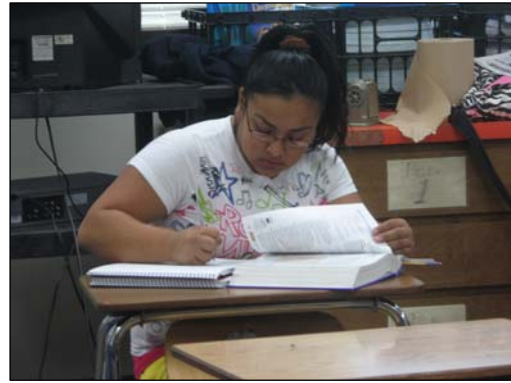
Economic Impact Aid

Pupil Retention Block Grant

Middle and High School Supplemental School Counseling Program

School Safety & Violence Prevention

B. Student Performance Data



As part of our WASC self-study process, we first analyzed our students' achievement in terms of state and federal accountability systems. Second, we looked at our students' performance in relation to state standards, CAHSEE, and high school graduation requirements. Third we examined Ripon High School students' success in meeting UC/CSU requirements. Lastly, we identified other student achievement data of concern to Ripon High School staff.

School Instructional Program

Ripon High School's comprehensive educational program is based upon the California State Content Standards and Frameworks 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
- Adapted Physical Education
- Advancement Via Individual Determination (AVID)
- After-school Tutoring and Remediation

A very important aspect of the educational program at Ripon High is the time and effort spent by the school's staff members in evaluating the effectiveness of their strategies and making on-going improvements. Significant time is spent in monitoring student performance in order to identify areas of strength and weakness. In this way, adjustments may be made throughout the year. Parents become important partners in the process, as student performance is communicated home on a regular basis. High importance is placed on training qualified teachers.

Ripon High School offered 65,250 minutes of instructional time during the 2007-2008 school year compared to the state's requirement of 64,800. Ripon High offers 180 days of instruction per year; four of these days are minimum days that are used for final exams.

Ripon High School also provides students with opportunities to excel in areas of special interest. In addition to the array of course offerings that meet the A-G University of California/California State University graduation requirements, the school offers a variety of specialized courses. Army Junior Reserve Officer Training Corps (JROTC) is an elective program serving over 100 students with a curriculum that emphasizes leadership, patriotism, physical fitness and citizenship. The Classes and activities are taught by a retired Colonel and retired Sergeant. Regional Occupation Programs (ROP) is an elective program in which students may obtain vocational training in a number of areas including: Fashion Merchandizing, Law Enforcement and CISCO Networking. Some of the courses are provided on the RHS campus, and others are provided in Manteca. Agriculture Education Students have the opportunity to learn various aspects of Agricultural Sciences including welding, ornamental horticultural, construction technology and drafting.

Student Achievement

Student achievement is measured in a variety of ways. Measurement instruments include assessments required under the state's Standardized Testing and Reporting (STAR) program, the California High School Exit Exam (CAHSEE), and established assessment tools such as the Scholastic Aptitude Test (SAT), and Advanced Placement (AP) exams. In addition, the district has developed curriculum standards final exams that are administered in the core content areas. These tests, created by teams of teachers within the school, are given to students as end-of-course exams. The data generated from these instruments are used by the school for various levels of program assessment. The district provides the school with student data through AERIES. The system allows teachers and administrators to access assessment data at the individual student level as well as other students enrolled in their courses. Data manipulation is limited, and faculty cannot easily sort data or conduct comparisons. To address this, the administration commissioned EdTech Associates to conduct an API AYP Score Improvement Study that targeted specific measures to attain NCLB AYP, and API Growth targets.

Since the last WASC visitation, Ripon High School's Academic Performance Index (API) has grown steadily each year. In the last three years, the API index scores were 712, 715, and 744, respectively. The growth of the scores of our minority and low socio-economic students has experienced growth overall following a decreased posted in the 2004 to 2005 school year. After an initial increase of 11 points in 2003 to 2004, the

Hispanic students' API change dropped 11 points in 2004 to 2005. Ripon High worked hard to address this downturn and subsequently increased Hispanic scores 30 points in 2005 to 2006 with an additional gain of 36 points in 2007. The low socio-economic students also posted decline in their scores with a twelve point drop in 2003 to 2004, and a 10 point drop the subsequent year. Again, Ripon High refocused, and the result was a 63 point increase in the 2005 to 2006, with an additional gain of 35 point gain in 2007.

In 2008 Ripon High did not meet API growth targets. White students exceeded growth targets in 2008, but our subgroups dropped significantly. The API growth numbers for Hispanics, and Socially Disadvantaged Students both fell by 21 points. These two subgroups did not meet growth targets, and this is a great concern for RHS. We are focused on assisting these students to achieve greater gains in 2009.

The high school has had good success in assuring that students pass the CAHSEE. In 2006, 91% of Ripon High 10th grade students passed the ELA section of the CAHSEE and 86% passed the math section. This exceeds the countywide pass rate, and statewide pass rate of 77% in ELA and 76% in Math. The results of the school's minority populations are similarly high. For example, in the 2006 administration, the average score for Hispanic students on the CAHSEE was 356, and the average score for white students was 378.

The Advanced Placement (AP) program is another indicator of the success of the academic program. Over the last three years the number of students taking AP exams has almost tripled with the campus requirement that all AP students must take the exam. When this requirement was enacted, there was an initial decline in the number of passing scores. This was anticipated as the number of students attempting the test increased. The high school is currently maintaining a passing rate of 51% in 2005, 53% in 2006. These scores lag only slightly behind the state average passing rate of 57%.

1. Academic Performance Index (API)

Academic Performance Index (API) Growth Target and Overall Ranking

| | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 |
|--------------------------------|------------|------------|------------|------------|
| Score | 715 | 744 | 763 | 764 |
| Met Target | No | Yes | Yes | No |
| Statewide/Absolute Rank | 7 | 8 | 8 | NA |

Source: <http://data1.cde.ca.gov>

California schools are assigned an Academic Performance Index (API) based on results from annual STAR (Standardized Testing and Reporting) testing. The State Board of Education set the statewide API target at 800 out of a possible 1000. The Public Schools Accountability Act calls for schools to improve their performance each year by 5% of the difference between their API and the statewide target of 800. When the growth API is calculated, a school gets more credit for improvements at the bottom of the performance range than the top, creating an incentive for schools to focus on their lowest performing students. A school's base API score plus its growth target becomes that school's goal for its next growth API. The process repeats each year. Although very close

to the 800 target, Ripon High School has met its API growth targets only twice during the past 4 years.

API Numerically significant Subgroup Performance

| Student subgroups | 2006 | | 2007 | | 2008 | |
|--|------|------------|------|------------|------|------------|
| | API | Met target | API | Met target | API | Met target |
| Latino | 690 | Yes | 726 | Yes | 705 | No |
| White | 766 | Yes | 777 | Yes | 787 | Yes |
| Socioeconomically Disadvantaged | 672 | Yes | 707 | Yes | 707 | No |

Source: <http://data1.cde.ca.gov>

When the API data is broken down into subgroups, only the white students met API growth targets for 2008. Latino and Socioeconomically Disadvantaged students either maintained or dropped. These two subgroups failed to meet the performance target. This is an area of significant concern for Ripon High School staff, and one we intend to address in our action plan.

Similar Schools Rank

| | 2005 | 2006 | 2007 | 2008 |
|--------------------------|----------|----------|----------|-----------|
| Ripon High School | 4 | 6 | 6 | NA |

Source: <http://data1.cde.ca.gov>

Schools are compared to similar schools based on the challenges they face because of student background and characteristics such as student ethnicity, student mobility, average class size, free/reduced meals, parent education level, percent of English learners, and percent of teachers who are fully credentialed or on emergency permits. For 2006, the State Board of Education added six additional variables to the similar schools calculation, including percent of students in the Gifted and Talented Education program (GATE), percent of students with disabilities, percent of Reclassified Fluent-English-Proficient (RFEP) students, percent of migrant education students, and percent of students participating in reduced class size for a full day. These alterations increased our school ranking. Ripon High School has maintained a Similar School Rank of six for the past two years. 2008 Similar Schools Ranks will be released in March of 2009.

AYP Trends: Language Arts Percent Proficient

| 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 |
|---------|------------------|------------------|------------------|------------------|------------------|
| 62.0% | 67.3% (+5.3%) | 62.3% (-5.0%) | 67.2% (+4.9%) | 69.7% (+2.5%) | 63.5% (-6.2%) |

AYP Trends: Mathematics Percent Proficient

| 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 |
|---------|------------------|------------------|------------------|-------------------|------------------|
| 49.1% | 58.6% (+9.5%) | 55.2% (-3.4%) | 49.8% (-5.4%) | 64.3% (+14.5%) | 60.3% (-4.0%) |

AYP Trends: Graduation Rate

| 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 |
|-------------------|------------------|------------------|------------------|------------------|------------------|
| 100.0% (+0.1%) | 99.4% (-0.6%) | 97.5% (-1.9%) | 99.4% (+1.9%) | 94.3% (-5.1%) | 90.5% (-3.8%) |

Source: <http://data1.cde.ca.gov>**2. California Standards Test (CSTs)****California Standards Tests (CST)****Percentage of Students Scoring Proficient or Higher on CSTs:**

| Subject | Ripon High School | | |
|---------------------------------|-------------------|------|------|
| | 2006 | 2007 | 2008 |
| ELA 9 th | 61% | 63% | 65% |
| ELA 10 th | 43% | 42% | 45% |
| ELA 11 th | 46% | 46% | 52% |
| Gen Math | 27% | 20% | 26% |
| Algebra I(9 th) | 19% | 24% | 30% |
| Algebra I(10 th) | 9% | 4% | 3% |
| Algebra I(11 th) | 5% | 4% | 2% |
| Geometry(9 th) | 16% | 57% | 54% |
| Geometry(10 th) | 27% | 17% | 12% |
| Geometry(11 th) | 16% | 11% | 14% |
| Algebra 2(10 th) | 6% | 5% | 34% |
| Algebra 2(11 th) | 3% | 11% | 8% |
| Summative Math | 34% | 22% | 13% |
| World History | 35% | 39% | 40% |
| US History | 36% | 48% | 56% |
| CST Science | 37% | 39% | 42% |
| Biology/Life(9 th) | 40% | 43% | 42% |
| Biology/Life(10 th) | 51% | 42% | 49% |
| Biology/Life(11 th) | 25% | 40% | 40% |
| Chemistry (11 th) | 27% | 40% | 35% |
| Chemistry (10 th) | * | * | 63% |

| | | | |
|--|------------|------------|------------|
| Earth Sci(9th) | 27% | 18% | 33% |
| Earth Sci(10th) | 26% | 39% | 21% |
| Earth Sci(11th) | 32% | 25% | 53% |
| Physics | * | * | * |
| Integrated Science(10th) | n/a | n/a | 0% |
| Integrated Sci (11th) | n/a | n/a | 11% |

Source: <http://data1.cde.ca.gov>

Compared with statewide scores, RHS students scored considerably higher than the state average in English Language Arts. RHS scored near the state average in Science, and History-Social Science. In mathematics, our students scored significantly below the state average. 2007 CST scores decreased slightly in Math and increased in both History-Social Science and Science.

2008 RHS vs. State Scores Comparison

| Subject | RHS | Difference | State |
|--|------------|------------|------------|
| ELA 9th | 65% | +17 | 48% |
| ELA 10th | 45% | +3 | 41% |
| ELA 11th | 52% | +15 | 37% |
| Gen Math | 36% | +18 | 18% |
| Algebra I(9th) | 30% | +12 | 18% |
| Algebra I(10th) | 3% | -6 | 9% |
| Algebra I(11th) | 2% | -3 | 5% |
| Geometry(9th) | 54% | +11 | 43% |
| Geometry(10th) | 12% | = | 12% |
| Geometry(11th) | 14% | +8 | 6% |
| Algebra 2(10th) | 24% | -12 | 36% |
| Algebra 2(11th) | 8% | -3 | 11% |
| Summative Math(11th) | 13% | -30 | 43% |
| World History | 40% | +7 | 33% |
| US History | 56% | +18 | 38% |
| CST Science | 42% | +2 | 40% |
| Biology/Life(9th) | 42% | -10 | 52% |
| Biology/Life(10th) | 49% | +14 | 35% |
| Biology/Life(11th) | 40% | +1 | 39% |
| Chemistry (11th) | 35% | +10 | 25% |
| Chemistry (10th) | 63% | +22 | 41% |
| Earth Sci(9th) | 33% | +2 | 31% |
| Earth Sci(10th) | 21% | -2 | 23% |
| Earth Sci(11th) | 63% | +35 | 28% |
| Physics | * | * | 47% |

| | | | |
|--|------------|-----------|-----------|
| Integrated Science(10th) | 0% | -6 | 6% |
| Integrated Sci (11th) | 11% | +2 | 9% |

Source: <http://data1.cde.ca.gov>

Latino students continue to score lowest in all subjects. In fact most of our English Language Learner students are identified by their poor performance on the CST. English Language Learners, SED, and Students with Disabilities have the smallest percentage of students scoring proficient or higher.

Grade Level and Course Specific STAR Test Results (2007-08)

9th Grade: Enrollment: 256

| Subject | Tested # | Enrollment % | % Proficient or Above | % Below Proficient |
|----------------------------------|----------|--------------|-----------------------|--------------------|
| English | 256 | 100% | 65% | 35% |
| General Math | 38 | 14% | 26% | 74% |
| Algebra I | 158 | 62% | 30% | 70% |
| Geometry | 58 | 23% | 53% | 48% |
| Earth Science | 21 | 8% | 33% | 67% |
| Biology | 220 | 86% | 42% | 58% |
| Integrated/Coordinated Science 1 | 19 | 9% | 0% | 100% |

10th Grade: Enrollment: 221

| Subject | Tested # | Enrollment % | % Proficient or Above | % Below Proficient |
|----------------------------------|----------|--------------|-----------------------|--------------------|
| English | 221 | 100% | 45% | 55% |
| Algebra I | 79 | 36% | 3% | 97% |
| Geometry | 89 | 40% | 12% | 88% |
| Algebra II | 41 | 19% | 34% | 66% |
| World History | 219 | 99% | 40% | 60% |
| CST Science | 216 | 98% | 42% | 58% |
| Earth Science | 29 | 13% | 21% | 79% |
| Biology | 157 | 71% | 49% | 51% |
| Chemistry | 11 | 5% | 63% | 37% |
| Integrated/Coordinated Science 1 | 19 | 8% | 11% | 89% |

11th Grade: Enrollment: 230

| Subject | Tested # | Enrollment % | % Proficient or Above | % Below Proficient |
|----------------|-----------------|---------------------|------------------------------|---------------------------|
| English | 230 | 100% | 52% | 48% |
| Algebra I | 56 | 24% | 2% | 98% |
| Geometry | 51 | 22% | 14% | 86% |
| Algebra II | 52 | 23% | 8% | 92% |
| US History | 230 | 100% | 56% | 44% |
| Earth Science | 40 | 17% | 53% | 47% |
| Biology | 78 | 34% | 40% | 60% |
| Chemistry | 62 | 27% | 35% | 65% |

Grade Level and Course Specific STAR Test Results (2006-07)**9th Grade: Enrollment: 240**

| Subject | Tested # | Enrollment % | % Proficient or Above | % Below Proficient |
|----------------|-----------------|---------------------|------------------------------|---------------------------|
| English | 235 | 98% | 63% | 37% |
| General Math | 51 | 21% | 20% | 80% |
| Algebra I | 128 | 53% | 24% | 76% |
| Geometry | 42 | 17 | 57% | 43% |
| Earth Science | 17 | 7% | 18% | 82% |
| Biology | 191 | 80% | 43% | 57% |

10th Grade: Enrollment: 252

| Subject | Tested # | Enrollment % | % Proficient or Above | % Below Proficient |
|----------------------------------|-----------------|---------------------|------------------------------|---------------------------|
| English | 246 | 98% | 42% | 58% |
| Algebra I | 117 | 36% | 4% | 96% |
| Geometry | 54 | 21% | 17% | 83% |
| Algebra II | 56 | 22% | 5% | 95% |
| World History | 248 | 99% | 39% | 61% |
| CST Science | 228 | 90% | 39% | 61% |
| Earth Science | 22 | 9% | 39% | 79% |
| Biology | 173 | 69% | 52% | 48% |
| Chemistry | 7 | 3% | * | * |
| Integrated/Coordinated Science I | 19 | 8% | 11% | 89% |

11th Grade: Enrollment: 217

| Subject | Tested # | Enrollment % | % Proficient or Above | % Below Proficient |
|----------------|-----------------|---------------------|------------------------------|---------------------------|
| English | 213 | 98% | 46% | 54% |
| Algebra I | 47 | 22% | 4% | 96% |
| Geometry | 55 | 25% | 11% | 89% |
| Algebra II | 36 | 17% | 11% | 89% |
| Summative Math | 51 | 23% | 22% | 78% |
| US History | 217 | 100% | 48% | 52% |
| Earth Science | 16 | 7% | 25% | 75% |
| Biology | 62 | 29% | 40% | 60% |
| Chemistry | 60 | 27% | 40% | 60% |

Grade Level and Course Specific STAR Test Results (2005-06)**9th Grade: Enrollment: 243**

| Subject | Tested # | Enrollment % | At or above Proficient | Below Proficient |
|----------------|-----------------|---------------------|-------------------------------|-------------------------|
| English | 242 | 99% | 61% | 39% |
| General Math | 81 | 33% | 27% | 73% |
| Algebra I | 77 | 32% | 64% | 36% |
| Geometry | 75 | 31% | 16% | 84% |
| Earth Science | 26 | 10% | 27% | 73% |
| Biology | 146 | 60% | 40% | 60% |

10th Grade: Enrollment: 242

| Subject | Tested # | Enrollment % | At or above Proficient | Below Proficient |
|----------------|-----------------|---------------------|-------------------------------|-------------------------|
| English | 239 | 98% | 43% | 57% |
| Algebra I | 89 | 37% | 9% | 91% |
| Geometry | 81 | 88% | 27% | 73% |
| Algebra II | 18 | 7% | 6% | 94% |
| World History | 237 | 98% | 35% | 65% |
| CST Science | 220 | 90% | 37% | 63% |
| Earth Science | 35 | 14% | 26% | 74% |
| Biology | 148 | 61% | 51% | 49% |
| Chemistry | 3 | 1% | * | * |

11th Grade: Enrollment: 232

| Subject | Tested # | Enrollment % | At or above Proficient | Below Proficient |
|----------------|-----------------|---------------------|-------------------------------|-------------------------|
| English | 231 | 100% | 46% | 54% |
| Algebra I | 61 | 26% | 5% | 95% |
| Geometry | 49 | 21% | 16% | 84% |
| Algebra II | 33 | 13% | 3% | 97% |
| Summative Math | 41 | 18% | 34% | 66% |
| US History | 228 | 98% | 36% | 64% |
| Earth Science | 16 | 7% | 32% | 68% |
| Biology | 41 | 18% | 25% | 75% |
| Chemistry | 72 | 31% | 27% | 73% |

Source: <http://data1.cde.ca.gov>

Science and math continue to be areas where many students do not demonstrate high levels of proficiency on the California Standards Tests. We are pleased with student performance in English and History, but desire continued and steady improvement.

The CSTs do not reflect the improvement that we want for our students. The Ripon High School staff is committed to using our Action Plan to achieve greater gains on the CSTs.

3. California High School Exit Exam (CAHSEE)

CAHSEE Passing Rates—Census Results (10th Grade)

| | Administered 2008 | | | | Administered 2007 | | | | Administered 2006 | | | |
|------------------------------|-------------------|------------|------------|------------|-------------------|------------|------------|------------|-------------------|------------|------------|------------|
| | | ELA | | Math | | ELA | | Math | | ELA | | Math |
| 10th Grade | 230 | 88% | 227 | 86% | 251 | 95% | 252 | 93% | 248 | 91% | 248 | 86% |
| 11th Grade | 23 | 39% | 26 | 35 | 37 | 38% | 50 | 50% | 57 | 39% | 73 | 33% |
| 12 Grade | 8 | -- | 8 | -- | 23 | 48% | 19 | 79% | 25 | 36% | 33 | 33% |
| All | 230 | 83% | 261 | 79% | 311 | 85% | 321 | 85% | 330 | 78% | 354 | 70% |
| Caucasian | 161 | 88% | 155 | 90% | 193 | 90% | 198 | 90% | 196 | 89% | 212 | 80% |
| Latino | 78 | 72% | 83 | 59% | 100 | 73% | 100 | 75% | 114 | 61% | 117 | 55% |
| SED | 59 | 66% | 34 | 60% | 13 | 31% | 67 | 72% | 79 | 58% | 78 | 58% |
| Spec Ed* | 23 | 22% | 18 | 28% | 65 | 69% | 15 | 53% | 31 | 39% | 35 | 20% |
| ELD | 51 | 55% | 35 | 63% | 55 | 66% | 49 | 74% | 47 | 34% | 45 | 42% |
| Migrant Ed. | 12 | 75% | 14 | 69% | 29 | 55% | 29 | 69% | 29 | 59% | 29 | 45% |
| Male | 130 | 81% | 125 | 82% | 161 | 83% | 155 | 88% | 180 | 76% | 184 | 74% |
| Female | 131 | 85% | 136 | 76% | 150 | 87% | 166 | 83% | 150 | 80% | 170 | 66% |

*Excludes students who took the test with modifications

Source: <http://data1.cde.ca.gov>

The passing rates for first time test takers (Sophomores) are consistently very strong, with 88% or more of all sophomores passing the English Language Arts and 86% or more passing the Math test. Caucasian passing rates have been at or above 88%. Latino, SED, Migrant Education, and ELD pass rates have consistently been lower. Pass rates spiked in math in 2007 for both Latino and SED students. Migrant Education students made gains in 2008.

CAHSEE Pass Rates for the Class of 2008 by May 2008

| | |
|---------------------------------|-----|
| Seniors Enrolled in May 2008 | 192 |
| Seniors who Graduated | 182 |
| Seniors who did not pass CAHSEE | 1 |

Source: Counseling

Only one senior student did not pass the CAHSEE. In the senior class, three were foreign exchange students and the other six were non-degree seeking students.

CAHSEE: Yet to pass Class of 2009

| | |
|------------------------|----|
| Students yet to pass | 14 |
| English Learners | 2 |
| Special Education: COC | 1 |

CAHSEE: Yet to pass Class of 2010

| | |
|------------------------|----|
| Students yet to pass | 43 |
| English Learners | 2 |
| Special Education: COC | 6 |

Source: Counseling

The achievement of each student is of great concern to RHS staff. We are striving to continually develop strategies which are designed to help each student succeed.

4. Adequately Yearly Progress (AYP)

Ripon High School has consistently met 14 of 14 AYP Criteria for Federal Accountability. AYP is a series of annual academic performance goals established for each school, and the state as a whole. Schools and the state are determined to have met AYP if they meet or exceed each year's goals (AYP targets and criteria). AYP is required under Title I of the federal NCLB Act of 2001. RHS commits to the goals of NCLB by participating in Title I, a program under NCLB that provides funding to help educate low-income children. The primary goal of Title I is for all students to be proficient in ELA and mathematics, as determined by state assessments, by 2014.

5. California English Language Development Test (CELDT)

2008 CELDT

| Grades | 9 | 10 | 11 | 12 | Total |
|---|------------|------------|----|------------|-------------|
| Number and Percent of Students at Each Overall Performance Level | | | | | |
| Advanced | 0 0.0% | 0 0.0% | * | 0 0.0% | 0 0.0% |
| Early Advanced | 8 47.0% | 1 25.0% | * | 0 0.0% | 9 34.0% |
| Intermediate | 7 41.0% | 1 25.0% | * | 3 75.0% | 11 37.0% |
| Early Intermediate | 2 12.0% | 1 25.0% | * | 0 0.0% | 3 12.0% |

| | | | | | |
|---------------------------------|--------------|-------------|-------------|-------------|--------------|
| Beginning | 0 0.0% | 1 25.0% | * | 1 25.0% | 2 7.0% |
| Number Tested | 17 100.0% | 4 100.0% | 1 100.0% | 4 100.0% | 26 100.0% |
| Domain Mean Scale Scores | | | | | |
| Listening | 563.2 | 576.0 | * | 495.0 | * |
| Speaking | 514.2 | 457.0 | * | 424.3 | * |
| Reading | 606.8 | 536.8 | * | 544.0 | * |
| Writing | 588.1 | 494.3 | * | 525.8 | * |

Source: cde.ca.gov

6. SAT and ACT Results

Student Achievement Data: SAT, SAT II, ACT

SAT Reasoning Tests: 3-Year Trends

| Senior Scores | Class of 2005 | | | Class of 2006 | | | Class of 2007 | | |
|------------------------------|---------------|-------|----------|---------------|-------|----------|---------------|-------|----------|
| Students tested (#/%) | 56 | 31.1% | | 78 | 39.8% | | 90 | 41.6% | |
| | RHS | State | National | RHS | State | National | RHS | State | National |
| Math | 526 | 521 | 515 | 512 | 516 | 518 | 505 | 513 | 515 |
| Verbal/Reading | 516 | 499 | 505 | 492 | 495 | 501 | 492 | 493 | 502 |
| Writing | -- | -- | -- | 504 | 495 | 497 | 496 | 491 | 494 |

The title, length, and content of the SAT test changed for the Class of 2006. The test formerly called the SAT I is now called the SAT Reasoning Test. There used to be two sections: Math and Verbal. Now there are three: Math, Critical Reading, and Writing (including a 25-minute expository essay.)

We are pleased that the number of seniors taking the SAT has increased significantly in the past ten years, from 26% in 2004 to 41% in 2007. The performance of RHS students remains near, although slightly below, state and national averages. RHS students achieve writing scores which are significantly higher than state and national averages.

SAT Subject Area Tests: 2008

| SAT Subject Tests | # of Students Tested | Average Score |
|---------------------------|----------------------|---------------|
| Biology- Ecology | 2 | 515 |
| Biology- Molecular | 2 | 685 |
| Chemistry | 8 | 516 |
| English Literature | 17 | 504 |

| | | |
|-------------------------------|----|-----|
| Math Level I | 4 | 475 |
| Math Level II | 11 | 576 |
| Spanish | 5 | 620 |
| Spanish with Listening | 1 | 340 |
| U.S. History | 15 | 555 |

The RHS students who enroll in the Subject Area tests are usually the students who are applying to the UC colleges. The majority of students select U.S. History and English Literature, reflecting a confidence in these areas. Highest scores are on the Molecular Biology test, although only 2 students enrolled. Students also perform consistently well on the Spanish Subject Area test with 5 students enrolled.

SAT 2400 Testing: 2008

| Test | Total | | White | | Hispanic | | Native American | |
|------------------|------------|------------|------------|------------|------------|------------|-----------------|----|
| | M | F | M | F | M | F | M | F |
| SAT 2400 | 13 | 21 | 8 | 15 | 2 | 6 | 1 | -- |
| Overall | 958 | 915 | 985 | 916 | 875 | 913 | 1130 | -- |
| Critical Reading | 469 | 455 | 494 | 464 | 445 | 432 | 500 | -- |
| Math | 489 | 460 | 491 | 452 | 430 | 482 | 630 | -- |
| Writing | 448 | 454 | 454 | 459 | 380 | 442 | 530 | -- |

ACT Testing: 2008

| Test | Total | | White | | Hispanic | | Native American | |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------------|-----------|
| | M | F | M | F | M | F | M | F |
| ACT | 5 | 6 | 3 | 5 | -- | 1 | 1 | -- |
| Overall | 21 | 21 | 20 | 20 | -- | 25 | 24 | -- |
| English | 20 | 20 | 19 | 19 | -- | 24 | 24 | -- |
| Math | 22 | 23 | 21 | 20 | -- | 27 | 26 | -- |
| Reading | 21 | 23 | 21 | 22 | -- | 27 | 21 | -- |
| Science | 22 | 21 | 21 | 20 | -- | 23 | 24 | -- |

7. Advanced Placement Test Results

AP Results: Three-Year Trends

| | 2006 | | 2007 | | 2008 | |
|---------------|------|--------|------|--------|------|-------|
| | RHS | State | RHS | State | RHS | State |
| # test takers | 106 | 196852 | 96 | 208299 | 86 | -- |
| # exams | 167 | 355309 | 161 | 376712 | 135 | -- |
| % passing | 32% | 57% | 38% | 57% | 39% | -- |

AP Results: Subject Area 2007-8

| | # of tests given | Extremely Well Qualified- 5 | Well Qualified- 4 | Qualified -3 | Total % Passing |
|---------------------------|------------------|-----------------------------|-------------------|--------------|-----------------|
| US History | 20 | 0 | 2 | 4 | 25% |
| Biology | 6 | 1 | 2 | 1 | 66% |
| English Language | 34 | 0 | 3 | 11 | 41% |
| English Literature | 22 | 0 | 2 | 8 | 45% |
| Government | 31 | 0 | 2 | 4 | 19% |
| Calculus | 8 | 0 | 1 | 0 | 12% |
| Spanish | 13 | 3 | 3 | 5 | 85% |

Overall, enrollment in honors and AP classes has decreased in the past three years. Participation of Asian and Caucasian students is high. Participation of Latino and African American students is low. Financial assistance is available for those who cannot pay for their exam.

RHS staff members report that they have made an effort to encourage students to enroll in AP courses. Yet, the number of exams taken has decreased 20% during the last three years. We feel this is explained by some of the shuffling of AP teachers. RHS students are particular about their AP instructors, and feel the instructors correlate to success. In 2007 we had uncertainty about the assignment for the AP Literature teacher, and in 2008 we had uncertainty about the AP Government teacher position. We have heard from the students that this has influenced their decisions in enrollment. We hope that increased stability in teaching assignments will positively impact enrollment.

The number of students “passing” (earning scores greater or equal to three) has increased 7% over the last few years. In general, passing rates are increasing, but still significantly below state averages. As a staff we feel we should be producing better results.

There is currently only one Honors course available at RHS. This is the Sophomore level Honors English which has an enrollment of 63 students in 2 sections. The English department is launching a Freshman Honors course this fall.

8. Number of students meeting University of California A-G requirements; number enrolled in the UC.

Seniors Meeting A-G Course Requirements: 3-Year Trends

| Class of | 2007 | 2008 | 2009 (expected) |
|---------------------------|------|------|-----------------|
| Number | 50 | 57 | 86 |
| Percent of Seniors | 26% | 30% | 44% |

Source: Counseling

All students who enter the University of California as freshmen must demonstrate their command of the English language by fulfilling the Entry Level Writing Requirement (*formerly known as Subject A requirement*) by either scoring:

- 30 or better on the ACT Combined English/Writing test; or
- 680 or better on the College Board SAT-II Writing Test; or
- 680 or better on the College Board SAT Reasoning Test, Writing section; or
- 3, 4 or 5 on either Advanced Placement (AP) Examination in English.

College Acceptance Rate: Self Reported

| | |
|-----------------------|-------|
| | 2008 |
| College/University | 65.2% |
| 4-Year Public/Private | 26.6% |

Source: Counseling

9. Number of students taking algebra by grade level, % of ninth graders taking a course below Algebra in year.

| | 2008-09 | 2007-08 | 2006-07 |
|------------------------------|------------|------------|------------|
| 9th Grade | 140 | 157 | 128 |
| 10th Grade | 89 | 78 | 117 |
| 11th Grade | 3 | 36 | 47 |
| 12th Grade | 10 | 0 | 0 |

| | 2008-09 | 2007-08 | 2006-07 |
|---|-----------|------------|------------|
| % of 9 th graders taking a course below Algebra in 9 th grade | 9% | 15% | 21% |

10. Report card analysis % of D's and F's

Ripon High School D & F Data

| Courses | December 2008 | | | | May 2008 | | | | Dec. 2007 |
|---------------|---------------|----|----|-----------------------|----------|----|----|-----------------------|-----------------------|
| | Enrolled | D | F | % of students failing | Enrolled | D | F | % of students failing | % of students failing |
| Calculus (AP) | 4 | 0 | 0 | 0% | 4 | 2 | 0 | 50% | 0% |
| Statistics | 49 | 4 | 0 | 8% | 59 | 6 | 2 | 13% | 13% |
| Geometry | 205 | 7 | 16 | 11% | 198 | 39 | 37 | 38% | 20% |
| Cahsee Math | 18 | 1 | 8 | 50% | 60 | 18 | 11 | 48% | 46% |
| Precalculus | 53 | 4 | 0 | 7% | 47 | 13 | 5 | 38% | 33% |
| Algebra I (9) | 140 | 10 | 5 | 11% | 157 | 36 | 40 | 48% | 31% |
| Algebra I | 84 | 5 | 17 | 26% | 117 | 35 | 39 | 63% | 60% |
| Aleks Algebra | 68 | 11 | 21 | 47% | 48 | 18 | 13 | 64% | 55% |
| Applied | 52 | 0 | 3 | 6% | 25 | 5 | 2 | 28% | 22% |

| | | | | | | | | | |
|-----------------------|-----|----|----|-----|-----|----|----|-----|-----|
| Geometry | | | | | | | | | |
| Algebra II | 139 | 6 | 0 | 4% | 119 | 21 | 9 | 25% | 13% |
| Language Arts | | | | | | | | | |
| English I | 213 | 25 | 33 | 27% | 251 | 33 | 38 | 28% | 25% |
| English II | 170 | 24 | 37 | 35% | 159 | 24 | 36 | 37% | 35% |
| English II H | 63 | 1 | 1 | 3% | 53 | 3 | 0 | 5% | 7% |
| English III | 161 | 35 | 41 | 47% | 189 | 29 | 30 | 31% | 30% |
| English III AP | 36 | 0 | 1 | 6% | 34 | 1 | 1 | 6% | 8% |
| English IV | 182 | 11 | 19 | 16% | 168 | 53 | 4 | 34% | 39% |
| English IV AP | 27 | 0 | 0 | 0% | 22 | 1 | 1 | 9% | 14% |
| Creative Writ. | 26 | 2 | 2 | 15% | 53 | 9 | 2 | 20% | 7% |
| Futuristic Fic | 28 | 6 | 5 | 39% | 14 | 2 | 0 | 14% | 14% |
| Mod. Comm. | 97 | 11 | 9 | 20% | 86 | 15 | 28 | 50% | 5% |
| Eld I | 3 | 1 | 0 | 33% | 3 | 0 | 0 | 0% | 33% |
| Eld II | 7 | 0 | 1 | 14% | 8 | 1 | 0 | 14% | 25% |
| Social Studies | | | | | | | | | |
| World History | 260 | 17 | 35 | 20% | 212 | 28 | 46 | 35% | 33% |
| US History | 196 | 19 | 26 | 23% | 209 | 30 | 25 | 26% | 25% |
| US History AP | 24 | 2 | 0 | 8% | 20 | 0 | 1 | 5% | 5% |
| Government | 123 | 11 | 11 | 18% | 80 | 30 | 3 | 41% | 24% |
| Economics | 87 | 12 | 6 | 20% | 81 | 17 | 4 | 26% | 28% |
| AP Govern. | 7 | 0 | 0 | 0% | 32 | 2 | 0 | 6% | 6% |
| Life Skills | 208 | 23 | 16 | 19% | 207 | 12 | 13 | 12% | 9% |
| Science | | | | | | | | | |
| Life Science | 57 | 8 | 14 | 39% | 55 | 6 | 15 | 38% | 35% |
| Ag Life Sci | 23 | 5 | 2 | 30% | 30 | 1 | 3 | 13% | 47% |
| Food/Nutrition | 89 | 8 | 4 | 13% | 55 | 10 | 7 | 31% | 30% |
| Adv. Home Ec | 23 | 0 | 0 | 0% | 26 | 4 | 0 | 15% | 4% |
| Ag Biology | 44 | 2 | 3 | 11% | 40 | 9 | 3 | 30% | 27% |
| Biology | 206 | 18 | 12 | 14% | 187 | 38 | 28 | 35% | 27% |
| Marine Bio | 63 | 10 | 8 | 28% | 74 | 12 | 13 | 34% | 28% |
| Adv. Biology | 79 | 2 | 2 | 5% | 80 | 3 | 1 | 5% | 4% |
| Earth Science | 79 | 5 | 18 | 29% | 167 | 10 | 12 | 13% | 13% |
| Horticulture | 24 | 2 | 1 | 12% | 21 | 2 | 0 | 9% | 9% |
| Chemistry | 103 | 2 | 1 | 3% | 103 | 21 | 5 | 25% | 25% |
| Physics | 19 | 0 | 0 | 0% | 28 | 2 | 1 | 11% | 18% |
| Anatomy | 31 | 3 | 1 | 13% | 30 | 5 | 1 | 20% | 18% |
| AP Biology | 6 | 0 | 0 | 0% | 6 | 0 | 0 | 0% | 16% |
| Gen Sci (E) | 82 | 14 | 22 | 44% | 101 | 10 | 12 | 22% | 25% |
| Art | | | | | | | | | |
| Art I | 155 | 2 | 7 | 6% | 151 | 12 | 1 | 9% | 5% |
| Art II | 30 | 0 | 0 | 0% | 34 | 0 | 0 | 0% | 3% |
| Art III | 20 | 0 | 0 | 0% | 10 | 0 | 0 | 0% | 14% |
| Art IV | 3 | 0 | 0 | 0% | 10 | 0 | 0 | 0% | 0% |
| Music | | | | | | | | | |

| | | | | | | | | | |
|---------------------------|-----|----|----|------------|-----|----|----|------------|------------|
| Music | 59 | 7 | 3 | 17% | 53 | 4 | 7 | 21% | 20% |
| Choir | 102 | 0 | 0 | 0% | 19 | 0 | 0 | 0% | 1% |
| Band | 29 | 0 | 0 | 0% | 39 | 0 | 0 | 0% | 0% |
| Avid | | | | | | | | | |
| Avid 9 | 27 | 4 | 5 | 33% | 37 | 3 | 1 | 11% | 5% |
| Avid 10 | 34 | 1 | 3 | 12% | 19 | 0 | 1 | 5% | 5% |
| Avid 11 | 7 | 0 | 0 | 0% | 14 | 0 | 0 | 0% | 0% |
| Avid 12 | 12 | 0 | 0 | 0% | 5 | 0 | 1 | 20% | 0% |
| ROP | | | | | | | | | |
| ROP Web Des. | 27 | 2 | 2 | 15% | 37 | 9 | 5 | 28% | 12% |
| ROP Law En. | 26 | 2 | 0 | 7% | 50 | 8 | 2 | 20% | 25% |
| Agriculture | | | | | | | | | |
| Ag Construct | 53 | 4 | 11 | 28% | 55 | 9 | 1 | 18% | 15% |
| Ag Power Mec | 19 | 5 | 2 | 37% | 18 | 1 | 3 | 22% | 27% |
| Ag Welding I | 60 | 5 | 2 | 11% | 50 | 8 | 5 | 26% | 13% |
| Ag Welding II | 21 | 1 | 0 | 5% | 15 | 1 | 2 | 20% | 6% |
| FFA | 15 | 0 | 0 | 0% | 80 | 30 | 3 | 41% | 41% |
| Ag Environ. | 24 | 2 | 0 | 8% | 21 | 2 | 0 | 9% | 0% |
| Spanish | | | | | | | | | |
| Spanish I | 208 | 24 | 16 | 19% | 237 | 29 | 26 | 23% | 12% |
| Spanish II | 187 | 10 | 12 | 12% | 176 | 15 | 6 | 12% | 7% |
| Spanish III | 91 | 2 | 0 | 2% | 91 | 7 | 1 | 9% | 3% |
| Spanish IV | 35 | 3 | 2 | 14% | 32 | 3 | 0 | 9% | 6% |
| Spanish IV AP | 16 | 0 | 0 | 0% | 13 | 2 | 0 | 15% | 0% |
| Computer | | | | | | | | | |
| Comp Appl | 49 | 4 | 6 | 20% | 24 | 2 | 0 | 8% | 8% |
| Keyboarding | 203 | 9 | 6 | 7% | 252 | 30 | 21 | 20% | 6% |
| Physical Education | | | | | | | | | |
| Sports: Weight | 127 | 18 | 11 | 23% | 136 | 18 | 6 | 17% | 12% |
| Aerobics | 70 | 5 | 1 | 8% | 59 | 4 | 4 | 13% | 4% |
| JROTC I | 34 | 2 | 0 | 5% | 39 | 2 | 0 | 5% | 7% |
| JROTC II | 30 | 0 | 0 | 0% | 23 | 0 | 0 | 0% | 0% |
| JROTC III | 19 | 1 | 0 | 5% | 15 | 0 | 0 | 0% | 0% |
| JROTC IV | 12 | 0 | 0 | 0% | 11 | 0 | 0 | 0% | 0% |

Source: AERIES data

11. Completion rates: Graduation, Number of entering freshmen vs. exiting seniors, drop-out rates, post-enrollment data

A major area of focus at Ripon High School has been the challenge to help every student succeed in every subject. We strive to assist all our students as they achieve the dream of a RHS diploma.

Graduation Rates

| | 2006-2007 | 2005-2006 | 2004-2005 |
|----------------------|-----------|-----------|-----------|
| Dropouts Grades 9-12 | 20 | 10 | 0 |
| Grade 12 Graduates | 191 | 165 | 131 |
| Graduation Rate | 90.5% | 94.3% | 99.4% |

Source:cde.ca.gov

12. Supplemental Data: Discipline Referrals.

| Ed Codes | Ed Code Text | Number of Expulsions | Number of Suspensions |
|-------------|--|----------------------|-----------------------|
| 48900(a)(1) | Related to physical injury to another person | | 40 |
| 48900(a)(2) | Related to use of force or violence | | 1 |
| 48900(c) | Related to possession or sale of controlled substances, alcohol, or intoxicants. | | 2 |
| 48900(f) | Caused or attempted to cause damage to school property or private property | | 3 |
| 48900(g) | Stole or attempted to steal school property or private property | | 3 |
| 48900(h) | Related to possession or use of tobacco products | | 12 |
| 48900(i) | Committed an obscene act or engaged in habitual profanity or vulgarity | | 13 |
| 48900(k) | Related to disruption of school activities or willful defiance | 7 | 462 |
| 48900.2 | Related to sexual harassment | | 3 |

| | | |
|--|---|-------|
| Overall Total: | 7 | 539 |
| Violence/Drug Total: | | 58 |
| Violence/Drug Rate (Violence/Drug Total / Enrollment): | % | 6.27% |
| Total of Persistently Dangerous Expulsions Only: | | N/A |

Source:cde.ca.gov

C. Perception Data

Perception Data: WASC Parent Surveys

Parent Survey Process:

Focus Group Leaders collaborated in developing a WASC parent survey. A flier informing parents of the survey was passed on Back to School Night. The flier informed parents of the web address for the survey. This approach solicited very little response, so a month later the school computer called parents directly and invited them to click on the link available on the district website. 81 responses were received. Results, including written comments, were then tabulated, summarized, shared with staff, and discussed in meetings with staff, Focus Group Leaders, Focus Groups, the Leadership Team, and parents.

Parent Online Survey Findings:

Strengths to Celebrate:

- 82% of the responding parents state their student is planning to attend a four-year college.
- 82% stated that they could contact teachers through e-mail, phone, note, or in person.
- 77% of parents report that their student is headed towards a 4 year college degree.
- 68% reported that their students feel welcome to approach RHS teachers.
- 64% of parents stated that RHS teachers use a learning objective each day.
- 50% of parents report their students spend over five hours of homework at home.
- 54% of parents stated that their student had a trusted adult on campus who could be approached to discuss “sensitive” issues.
- 60 % state that they agree that RHS administration, faculty and staff are committed to their student’s academic success.
- More than 56% think that RHS rules and policies are designed for the best interest of all students.
- RHS English department received the highest approval rating with 72% expressing satisfaction with the department. Spanish and Science also received similarly high 70% approval ratings.
- 72% of parents report that their student feels connected to RHS.

Areas for Growth:

- Only 27% felt that RHS employed effective marketing strategies.
- Only 31% felt that RHS plans for long-range financial needs.
- Only 31% felt that RHS initiates community service projects. And only 35% stated that RHS fosters service to others.
- 26% disagreed that their student had a trust adult on campus.
- Mathematics department received the largest percentage of dissatisfaction ratings. 25% of parents expressed dissatisfaction with the RHS Mathematics department.

Parent Survey Written Comments:

All parents added written comments. All comments were typed (12 single-spaced pages) and then categorized. Parents spoke positively about teachers and their connections to students. Parents singled out the English department most often. JROTC, and Agricultural departments were also highly praised. Two teachers were mentioned more often than others: Mary Swier, and Amie Packer.

Although many parents expressed satisfaction with their students' education at RHS, parents also described their dissatisfaction with the varying quality of teachers, the varying quality of departments, and with specific courses and programs. There is concern with teacher communication, and an expressed desire for RHS to improve its website. Parents also lobbied for more Honors classes, AP classes, and more academically rigorous curriculum. Parents identified the track as the primary facilities need, several also requested lockers for students. Parents identified three departments as needing improvement: Math, Music and Art. Several parents complained about students not meeting A-G requirements, and the limited number of electives available.

Perception Data: Student Surveys

Student Survey Process:

Focus Group Leaders collaborated in developing a WASC student survey, which was then given to RHS students in their English classes, except for Freshmen who took the survey in their Keyboarding classes. 875 results, including written comments, were then tabulated, summarized, shared with staff, and discussed in meetings with staff, Focus Group Leaders, Focus Groups, and the Leadership Team.

Student Online Survey Findings:

78% of students stated that English was their native language, and 13% report that Spanish is their native language. 66% of students report that they are pursuing a 4 year college degree in their future. 31% report that they have five or more hours of homework a week. Advanced Placement students reported 57% completing over five hours of homework, and Leadership students reported 64% completing over five hours of homework each week. Spanish speaking students reported the lowest number of homework hours with 34% reporting 1-2 hours of homework each week.

Strengths to Celebrate:

- 81% reported having attended at least one RHS sporting event in the last 12 months.
- 80% reported that they were aware of the AP and Honors courses at RHS.
- 24% of RHS students reported they were enrolled in AP. Individuals who speak Spanish reported similar AP percentage of 21% enrollment.
- Leadership students and AP students reported higher satisfaction rates with teachers than other students.

- 70% of Leadership students, 61% of AP students reported that they had teachers that they could approach. The school-wide percentage was 54%.
- 74% of students reported that RHS was a safe environment. Only 10% disagreed.
- Only 13% of students disagreed with the statement that RHS is a caring place.

Areas for Growth:

- 37% of students disagreed or disagreed strongly that there were enough electives to allow them to pursue their interests. 46% of Spanish speaking students disagreed or strongly disagreed that there were enough electives.
- School-wide students reported that 47% felt that students treated each other with respect. The 114 Spanish speaking students reported an even higher rate of 50%. However, of the 75 students who are enrolled in Study Skills, only 35% reported that students treat each other with respect.
- 81% reported that they participated in one or more school sponsored activities such as clubs, sports, service organizations, student government, arts, and academic organizations. However, Special Education students, students who speak Spanish, and Lower Income students report 38-39% participation rates. Only 2% of Spanish speaking students participate in Leadership which is over 9% of the student-body.
- Low Income students also reported greater dissatisfaction with the Electives offerings at RHS.

Student Survey Written Comments:

769 students responded with comments. Although some students commented positively about their relationships with teachers or administrators, many students used the opportunity to express their complaints. These comments pertained to the varying quality of teachers, their dissatisfaction with specific rules, and those they perceive as enforcers of these rules. Students expressed dissatisfaction with specific teachers, dress codes, electives, behavior policies, the vice principal, and long lunch lines—in this order.

When asked about clubs students would like to see at RHS, the majority of students called for a Dance club. A Dance club was launched in October 2008, and is in the charter phases.

Perception Data: Staff Surveys

Staff Survey Process:

Staff was e-mailed the link to the online survey questionnaire. Staff was given three weeks to complete the survey online, and were e-mailed numerous reminders. 37 responses were received.

Staff Online Survey Findings:

Strengths to Celebrate:

- 90% of staff reported that they set clear daily objectives and provide frequent feedback on student progress toward those objectives.
- 100% report that they regularly assess student learning both informally and formally, and check to make sure students understand the lesson both during class and in assignments.
- 100% reported that they make an explicit effort to be inclusive of all racial, ethical backgrounds in their curriculum.
- English department received the highest commendations with 62% of staff stating that the English department is very successful at RHS.

Areas for Growth:

While the data are largely quite positive, there were many areas identified for further improvement:

- Only 66% of staff surveyed agreed that RHS has a clear statement of philosophy, vision and purpose.
- 10% of staff felt that RHS employs effective marketing strategies.
- 16% of staff felt that RHS plans for long-range financial needs.
- Three departments were considered less successful than others by staff. These were: Mathematics, Physical Education, and English as a Second Language. 24% considered Physical Education department as unsuccessful.
- Staff also identified the following three priorities for improving the teaching infrastructure:
 1. Classroom Computers
 2. RHS Website improvements
 3. Computer Lab for school-wide use
 4. Faster Internet
- 33% of teachers who commented expressed concern about old textbooks in use on campus, and the need to purchase new ones for several subject areas. 33% also cited a lack of technology available or outdated technology in classrooms.

Chapter 2: Overall Summary from Analysis of Profile Data

To effectively analyze a vast array of school data, Ripon High School embarked on an intensive process that involved all stakeholders: teachers, students, staff, and parents. By examining state required test results as well as survey results, various school groups garnered a complete picture of the school's strengths as well as in the areas to improve. Data was evaluated by the WASC Leadership team and the Focus on Learning Groups, in addition to individual departments.

Based on the data, the staff identified the following critical academic needs:

- As indicated by assessment data, the school recognizes the need to improve student achievement in our sub-groups. We are not at all satisfied with the performance of Latino, ELD, Migrant Education, and SED pass rates on the CAHSEE exam. In 2008, the API subgroups of Latino and SED students did not meet targets. We are also concerned about the high failure rate, and poor CST performance in many of our math and science courses.
As a staff, we all agree that we need to improve teaching at RHS. We see a need to implement, and consistently use, strategies which have been found effective in teaching these subgroups. We believe improving teaching will improve student performance in these key areas.
- As a community we feel that a higher proportion of our students should be moving on to four year institutions. There is a need to increase the number of RHS students who graduate with A-G requirements complete. And there is a need to assist students who struggle with alternatives to obtain their high school diploma. Our graduation rate has consistently dropped since 2004.
- As we have examined our school, we have perceived that there is a need to increase student, community and staff unity around a single, common Vision Statement that drives our Mission Statement and ESLR's. We received feedback from all stakeholders that revealed that our identity and mission are not clearly perceived both on and off campus. We want to change this.
- Our perception data from staff, parents, and students all identified the need to increase access and modernization of technology for education. We feel this is an important part of preparing our students, and facilitating learning in the classroom. We have a long way to go on our use of disaggregated student data, and we hope to utilize technology better in this process.

Overall, the review of the data revealed that since 2006, Ripon High School has consistently improved its API score. In three years the school has gone from 720 to 742, a marginal increase of 22 points. Last year, AYP was not met by our subgroups.

While we are not the school we were for our last WASC full self study, and we have made great in-roads in teaching to the standards and benchmark assessments, we really want to see more substantial growth. For instance, over the last six years, the percentage of students proficient in Math and English has increased; however, the growth is much slower than we would expect—only around 12%.

Additionally, there are areas in math to improve. For the past three years, the number of students in Grade 9 Algebra I moving out of Below Basic has not decreased.

We have dropped from a 36% below proficient rate in 2005-2006 to 76% in 2006-2007, and 70% in 2007-2008. At the same grade level, proficiency numbers have also declined. A possible explanation for these discrepancies is that in 2006 a smaller population of 77 students were tested as opposed to 2007 and 2008 where 128 and 158 students were tested respectively. Along with these results, at Grade 11 Algebra I students scoring Advanced/Proficient have not increased in the past three years.

An examination of our subgroup populations has shown mixed results. In the 2006-2007 Latino, and English Learners' Math and English Language Arts scores improved. Unfortunately, we failed to improve upon those gains. A possible conclusion is that our implementation of two ELD classes, and our monthly monitoring of these students two years ago had a significant impact. In the 2006-2007 school year staff received SEDAI training, and EDI training was also being launched. Unfortunately, the staff didn't experience the same focus on instruction in the following school year. We feel it is apparent that our focus needs to be on improving teaching strategies. 2007 taught us that when we are focused on instruction, we see better results in our subgroups.

Ripon High School has an exceptionally high pass rate in both CAHSEE Math and ELA for our Class of 2009. In 2006-2007, for instance, 93% of the 10th graders passed the Math portion of the CAHSEE, while 95% of these same 10th graders passed the CAHSEE ELA. Once again, we saw an improvement in the 2006-2007 school year, which did tapered a bit in 2007-2008. Overall, these percentages not only exceed our district average but the state average as well. Our subgroup populations have had mixed results, with all subgroups showing gains in 2006-2007. Migrant Education posted 75% in 2008, a significant gain from 59% in 2006. We would like to see more successes like this in all our subgroups. Another concern is that our Special Education student population has also shown an overall decrease in pass rate in 2008—ELA decreased by 47% and math by 25%. This drop occurred despite the fact that our Special Education population taking the CAHSEE decreased from 65 students to 23.

Ripon High School is fortunate to have the Advanced Placement (AP) program in place. We offer 7 different AP courses all taught by Collegeboard certified teachers. For the past two years we have had an overall pass rate which was significantly less than the state average. We know our students can achieve higher on these examinations, and are exploring strategies to help them do so. We are also concerned about declining enrollment in AP, and are exploring strategies to recruit and retain high achieving students.

Again and again, we asked ourselves how we could better reach our subgroups. We sought for reasons of the decline in 2007-2008. We asked hard questions about our curriculum, and our instruction.

Overall, Ripon High School has a long-held reputation in the San Joaquin County for academic excellence. While we are pleased that our API score is rising, we are committed to making the changes needed to reach the 800 mark. It is our hope that our Action Plan will help us resolve these critical academic needs, and accelerate our progress. We are committed to the achievement of this ambitious goal.

Chapter 3: Progress since Previous Full Self-study

Ripon High School's last self-study was a learning opportunity. We have worked hard and achieved significant developments which have had a major impact on the school and specific curricular programs. The 2003 and 2006, WASC visits identified several WASC improvement goals from the WASC report and the Visiting Committee reports. RHS initiated and/or continued strategies in five key areas. Priority was given to these areas:



1. Continued staff development in the standards, the primary purpose being to successfully translate standards-based lesson plans into effective lessons delivered to students.
2. Increased focus on EL students, in order obtain measurable progress in the acquisition of English language skills, and access to and success in core curricula for EL students.
3. Further development of effective assessment of student learning by all staff. The goal is to make sound, informed decisions on how to improve student learning based upon reliable data.
4. Renewal of a vision for Ripon High School. Our goal is to establish a commonly understood culture that emphasizes learning, and honors and recognizes academic achievement, and is shared by all stakeholders.
5. Improve success on high stakes tests, especially for our low performing students.

The Visiting Team in 2003 also left us with some Critical Areas to follow up:

- A. Completion of alignment of all core subject areas with California State Standards.
- B. Development of a program to assess student progress towards meeting the ESLRs and California State Standards.
- C. Getting the underrepresented students, particularly Hispanics, involved in more rigorous courses and the school activities.
- D. Development of campus-wide discipline philosophy.
- E. Resolve the leadership void.

2.1 Explicit Direct Instruction and Standards-Based Lesson Plans

In 2004-2005, none of our student subgroups met the API Growth Targets. We knew that we had to work on our teaching strategies. Since 2005, RHS has received periodic trainings specifically geared towards assisting teachers in designing and delivering effective lessons based on the standards. The strategies, known collectively as Explicit Direct Instruction, or EDI, are based upon solid research and have been verified

to be effective by direct observation of thousands of real lessons across California and the U.S.

A group of four department chairs attended the training in 2005. The next year, the same group continued training along with an additional five teachers--bringing the Ripon High team to nine teachers. Of this group, several teachers committed to obtaining certification in the EDI process, enabling them to receive further training and support from the San Joaquin Office of Education and material support to train and coach the entire RHS staff.

Unfortunately, this training was delayed by the change we experienced in administration. RHS is eager to return to our development of EDI teaching strategies. We are determined to follow through and continue this training so that ALL students are taught effectively to the standards all the time.

In order to monitor successfully implementation of the EDI teaching strategies, an observation component was added to give the staff regular feedback. Mr. Frase recorded and distributed data about our staff's use of EDI.

Collaborative Time Model/Schedule

To facilitate continued development and success in our growth areas, it was clear in 2005 that the staff needed more time dedicated to this effort. RHS has worked hard to transform from a content based curriculum and instruction system, to a standards based one. This has taken considerable time working as a team to accomplish. It was clear that this would be a daunting challenge time-wise if we wanted to expedite these changes at the pace we envisioned. Therefore, we created a model that would help us have the time to conduct our collaborative work as a staff.

Through an agreement with the District Office, we have been able to have collaboration time built into our weekly schedule to accomplish the following:

- a. Develop and revise curriculum and assessment tools.
- b. Continue staff development efforts and peer coaching to implement EDI strategies.
- c. Work in teams departmentally and school-wide to evaluate data and make decisions about how we will improve student learning.
- d. Work with parents and community members to improve community involvement in implementing our school improvement goals.

Along with the added collaboration period, Ripon High School shifted to a modified traditional schedule. Monday, Tuesday, and Friday, students attend all seven of their classes for 50 minutes each. Wednesday and Thursday students attend three classes for 90 minutes. The longer block class periods allow for more in-depth discussion and study, more time to set up labs and work on projects, and more time to incorporate technology into class activities. This schedule receives favorable support from parents, staff, and students.

The schedule changes obtained us 75 minutes every week set aside as staff collaborative time to work each Thursday. RHS utilized the time to focus on the specific goals stated above, and the WASC improvement goals. This model depended on collaborative, team decision making, and teachers using data to evaluate the effectiveness

of their efforts. We found that this time was critical to the success we had in making the changes that were imperative for the success of all RHS our students.

Alignment with State Standards

Development and finalization of the Department Level 3's and the alignment with state standards has been a priority since 2003. In 2003, the school's Level 3's were used in lieu of state standards. Since then, the staff has rewritten Level 3's to align with standards, and focused instruction on the state standards.

The Level 3 task was completed in 2005, and revisited in 2008. We have utilized staff development time to assist all teachers in developing standards-based lessons for all classes. Our work with EDI emphasizes standards based instruction. RHS staff is committed to teaching effectively to the state standards.

Increased Staff Efficacy in Reading and Using Standardized Test Results

All staff have been trained in, and continue to learn, the practice of evaluating and utilizing standardized test results. Each year we put a special focus on our CST results. Several collaboration meetings focused on specific standards which needed improvement within each department. Staff meetings are also used to decide as a collective what causes the gains and losses within our sub-groups. From these meetings, specific strategies are chosen and are being implemented.

At the end of 2008, staff was given data on specific students whose improvement would *most* impact our API. This led to discussions about learning styles and motivation. We shared what was known about these students, and it was even discovered that many of these students were actually among our Advanced Placement students. Analyzing this data led us to adopt new strategies--including speaking directly to these students, sending mailings to parents, and offering these students a CST review class before school.

In fall of 2008, faculty was given CST results which categorized our students from last year based on CST scores. We were also given information about their performance on each subcategory of questions. In faculty meetings and staff development days, we culled through the data and discussed teaching practices and curriculum changes that might improve student success. Staff is becoming more comfortable and confident in the sharing and analyzing of data.

Our team problem solving strategies involve the whole staff, and it is one of the main reasons we chose to add collaborative time as a regular part of our work week. This schedule has allowed us to advance in our goal of becoming a reflective, data-driven, standards-based learning organization.

2.2 English Language Learners

RHS has made several changes in our English Language Learner program to benefit students. The number of sections of EL courses was increased in 2006 and 2007, allowing each class to work with students based upon their language development level as determined by the CELDT. The entire staff received several trainings in 2006 and 2007 to review SDAIE strategies, and we implement regular assessment by all teachers of

EL students in their classes. This assessment was conducted for two years using a language development rubric. The rubric was collected monthly to monitor EL student progress. In order to improve the test scores of English Learners, we provided tutoring both in their EL classes, and after school, for the CAHSEE.

RHS has one full-time aide to support EL students in mainstream classes. This aide is given a regular schedule of classes with EL students, and the majority of her assignment is designated for this support. Working with the vice-principal, and the EL coordinator/teacher, she coordinates her efforts with the teachers and gives regular feedback on student progress to the EL coordinator. Currently, the district utilizes her for several months at the beginning of the school year to conduct testing at all the elementary schools. The EL students experience negative results from her absences, and this is an issue the EL coordinator suggests we resolve. The EL aid is set up on a schedule which allows her to be in a classroom 2-3 times a week

Teachers are aware of their EL students, and can quickly identify them by looking at the Language Fluency column on their attendance lists. The CELDT test is the primary, but not the only, criterion to consider for reclassification. We also look at GPA, teacher evaluations, and CST performance in ELA and Math areas. Most of our kids are not currently eligible for reclassification due to their CST scores.

RHS has explored ways to improve skill acquisition for EL students. This has involved adding support mechanisms, better communication between EL teachers, and teachers of mainstream classes, and CLAD and SDAIE training for teachers. Jill McPherson served as the EL program coordinator for two years, and worked closely with the vice principal to maintain progress data for all EL student records. She also supported and worked with the English teachers who took on the roll of ELD teachers in the additional EL class. In 2006, RHS purchased Highpoint materials for EL curriculum. For two years, RHS offered two sections of EL language development. This enabled us to have smaller classes targeted to the specific language level of each student. We found that the class numbers were even smaller than estimated. In May 2008, with an EL I class of three students, the decision was made to return to only one section of EL. This year's EL class has ten students, who are being taught in one section of ELD.

2.3 Development of Effective Assessment

RHS staff members have spent endless hours working on horizontal alignment, and the establishment of common assessments. RHS as adopted the following Assessment Principles:

1. All assessment will be aligned to standards and instruction.
2. Students will be tested/assessed on what they have been taught, and taught what they will be tested/assessed upon.
3. Tests and other assessment tools will be used by staff to self-evaluate the effectiveness of instruction.
4. Standards-based assessments will be built into the Departmental Instructional Calendar for the year and tied directly to instruction.
5. Assessment results (of all kinds measured) will be used by staff and administration to determine any needed changes/additions to curriculum and instruction.

6. All departments will develop and utilize staff designed common final examinations in like subjects.
7. Review of assessment results will be done within every department on an on-going basis.

Significant progress was made in 2005 on one of our main assessment goals: the creation and implementation of common finals. All teachers with common courses now administer these common finals. The finals are based on the standards in synch with the course instructional calendars, and are developed by department teachers together. In 2005, all math teachers were given a common prep period to enable weekly teamwork and collaborative time that resulted in the improvement of our assessment strategies. By the end of the school year in 2006, History, Science, English and Math all offered common finals.

In the subsequent school years, we have created additional common assessments, including mid-terms and quizzes, which are being utilized in each department. Although the WASC process has taken time away from some of our department discussions, we hope to return to our practice of comparing results and teaching strategies when our report is complete.

2.4 Renewal of a Vision for Ripon High School

Like many schools, RHS has had a series of principals with a variety of ideas over the years, and each administrator has held different goals for RHS. After our last WASC visit, we wanted to clarify what our mission at RHS is. With Mr. Frase, the staff and site council created a mission plan. We revised the school's ESLRs to reflect the current thinking of all stakeholders. Revision of the ESLRs took place in 2005-2006. Meetings were held with the site council and the department chairs. In February and March, meetings were held with the entire staff, and a public meeting was held with the parent community. Input gathered at these meetings was consolidated, and the department chairs re-wrote the revised ESLRs in May. The new ESLRs were published in our end of the year, 2006 Newsletter.

To date, the staff, administration, and community have voiced satisfaction with the current ESLR's. In our staff survey, 100% of teachers agreed with the statement that their course curriculum is correlated with the ELSR's.

We have made progress on our ELSR's, and our mission plan; but we still need to create a tight, vivid vision statement which clearly touts to the community who we are. We have meetings scheduled for spring of 2009 to determine that vision statement. We have preliminary marketing plans also in place for the wide distribution of our vision statement. We want our community to feel that they know who we are, and what we are about.

2.5 Improve Success on High Stakes Tests

Our current success on the CAHSEE has been significant. Our 2008 senior class of students boasts a passing rate of 100% of all degree seeking students. We have had

many discussions about how to ensure that low performing students get the assistance they need to address the state standards, achieve the ESLRs, and successfully pass the CAHSEE. Special Education and EL teachers have been working on focused instruction, and test taking skills to help students prepare for the CAHSEE.

In 2006 and 2007, all students who had not passed one or more sections of the CAHSEE, were notified by mail and invited to participate in after school tutoring in English, Math, and test taking strategies. This tutoring was conducted in the four weeks prior to the administration of the examination. In a large percentage of courses, a review of the standards and skills required on the tests is scheduled in their Math and English classes two weeks prior to the administration of the test. Some of our Sophomore English teachers are offering online practice CAHSEE testing in their classes. Students are getting immediate feedback for improvement, and becoming familiar with the expectations of the CAHSEE.

Our focus on the CST's is continual improvement. We are striving for greater gains in achievement. In 2006, staff research led us to believe that student motivation is lacking on the CST's because their scores do not impact them directly. RHS implemented an awards program for high performers on the CST's. Students who performed Proficient or Advanced on CST's were invited on a trip to Great America amusement park. RHS paid travel expenses and admission for these students who missed a day of school to celebrate their achievement. This strategy was costly, but seems to motivate students on testing day. This year is our third year using this incentive, and we are seeing increased investment from students who are eager to qualify.

As with the CAHSEE, teachers are encouraged to offer a review in their courses in the weeks prior to the testing. Teachers are also given Test Taking strategies to assist the students. We hold campus-wide campaigns encouraging students to do their best on tests, including last year's "Don't Christmas Tree" campaign. Teachers speak to the students about the importance of this examination, and we work hard to make it meaningful and relevant to the students.

In March 2008, the school board approved a gold seal which will appear on the diplomas of students who score 370 or better on six different CSTs.

Improve Instructional Technology

Students continue to utilize the new technology put into place in the last few years. Additional computers have expanded the size of the ALEKS math lab to increase students served by this Algebra intervention. Nine new PC computers replaced main office computers. New PC's were purchased for use in the production of the school newspaper and media projects in the Modern Communication classes. The library was able to expand its computer lab with the addition of a few new computers in 2006. Yearbook also purchased a small computer lab for their publishing technology. We currently have 256 computers on campus, resulting in a 3.6 students to one computer ratio.

In 2008, the school acquired several new digital projectors which are now in use, expanding the presentation mediums available to these teachers and students. Mr. Durham, the interim principal, also assisted with the acquisition of several refurbished computers.

The internet is available to 47 classrooms, and every English teacher requires students to conduct internet research for their yearly research papers. Some teachers are utilizing class websites, and many are requiring power point presentations, and papers written with word processing programs. Many teachers give assignments that utilize internet research. 75% of students agree that their teachers use technology in their classrooms. 80% report that they engage in internet research, and 75% report that they use technology to address their assignments.

Although we have made progress on this front, we feel we are behind other local schools. A high percent of parents and teachers voiced concern about technology in our surveys. Only 41% of teachers, and 51% of parents agreed with the statement that RHS utilizes technology in learning. Ripon High School launched a Technology Committee responsible for creating a vision for the use of technology. This committee is working with the principal and district to design a plan that will support the school's learning goals, and enrich the curriculum accessed by students. The committee hopes to meld student academic and vocational objectives into an overall plan which implements new technologies at RHS.

A. Completion of alignment of all core subject areas with California State Standards.

As of August 2008, all courses taught at RHS have aligned Level 3's approved. Core subjects were required in 2004 to align all curriculums with the California State Standards. There are currently binders in the administration office which demonstrate the alignment of each course to the California State Standards. We are well aware of the importance of this requirement, and strive to align our lessons conscientiously with the Standards.

B. Development of a program to assess student progress towards meeting the ESLRs and California State Standards.

The staff has designed common finals, and frequent on-going assessments which assess the students' progress towards meeting the ESLRs and the State Standards. There are binders in the administration office which demonstrate these assessments. Staff has worked hard to develop assessment tools which evaluate the mastery of specific standards.

C. Getting the underrepresented students, particularly Hispanics, involved in more rigorous courses and the school activities.

Open enrollment exists for all courses. The AVID program is one of our primary interventions for minority (and all other students) who desire to engage in our AP classes and need additional support to do so. AVID has assisted in the increased representation of student sub-groups in AP and Honors courses. Emphasis on improving the ELD program is intended to accelerate student achievement, and thereby increase the number of underrepresented students prepared for upper level courses. Increasing the number of

Hispanic students participating in advanced courses has been an ongoing challenge, and one we will continue to address.

13% of our students select Spanish as their native language. RHS has made a more focused effort to reach out to this vibrant sub-group. Estudiantes Unidos is an active club on campus which honors Hispanic Culture. This club is one of our most active on campus, and offers these students a place of recognition and belonging. These students celebrate their culture through dance, and even host a Hispanic foods day for the school.

We are seeing these students participate in more school activities, 73% of Hispanic students report attending a school activity. We are also encouraged by the fact that increased numbers of underrepresented students are joining Student Leadership. We still have work to do, but feel we are moving in the right direction.

D. Development of campus-wide discipline philosophy.

In 2003, the school staff identified the need for campus-wide discipline policies. Policies were put in place involving safety rules. Tardy policy, dress code, and make-up work policies. The principal, vice-principal, and teachers have developed school-wide discipline policies that are consistently enforced. The school has a three-step procedure for staff to deal with discipline that is consistently enforced by all staff. Students, staff and community have expressed satisfaction with the improved campus climate.

E. Resolve the leadership void.

In 2003, we were recovering from several changes in administration. The School Board hired Jeff Frase, who served as school principal until June 2008. Our transition to the new principal, Lance Morrow, was smooth and well-managed. Ripon High School no longer feels that there is a leadership void.

Chapter 4: WASC/CDE Criteria



Focus Group A: Organization

Vision
Purpose
ESLRs
Governance
Staff Expertise
Leadership
Professional Development
Resource Allocation
Long-Range Planning

Cameron Burton, Chair

Galen Winders, Math
Donna Dinsdale, Special Ed.
Sheryl King, Vocational Ed.
Celeste Morino, Ag. Science
Butch Perry, ROTC
Jill Mortensen, Social Studies
Ken Goeken, Administration
Mike Morezone, Counseling
Kelsey Dahlin, Student
Nathan Collins, Student
Brandi Rose, Parent
Carmen Sanchez, ELL Aid

WASC Document A: Organization – Vision and Purpose, Governance, Leadership and Staff, and Resources

A.1 Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels?

To what extent is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?

During the 2006 WASC process, our entire school community developed a shared Mission (1.1) and Expected School-wide Learning Results (ESLRs; 1.2) for our school. The Mission and ESLRs continue to reflect our shared commitment to the learning and growth of every student. The staff strives to help all students understand the relationship between specific course content goals and the larger learning goals embodied in the ESLRs.

Ripon High has a clear, concise Mission Statement. All students are given a Premier Student Agenda (PSA; 1.3) that includes school rules, consequences, expectations, graduation requirements, calendar, and most information students need for successful organization in school. New teachers receive a Teacher's Handbook (1.4) that includes policies, documents, processes, and academic information for professional development and the teacher's role

Staff works collaboratively with site administrators in creating policies, revising curriculum, and ensuring standards alignment in developing new courses. Using standardized student achievement data as well as classroom-based assessments, the staff discussed both short and long term goals to drive our Action Plan. Some of the measurable results in the past few years include curriculum alignment, a revised daily schedule, and the creation of the new policies and procedures.

Although it has not always been the case, RHS is quickly developing into a genuinely democratic and participatory culture. Administrators, teachers and classified staff are starting see themselves as professionals who play a direct role in the decision-making process at our school, from the classroom to the department to the school as a whole. Virtually all of the new programs implemented since 2003 have their roots in the WASC Action Plan. They have been developed, approved, assessed and revised through the Leadership Team and administration. In recent years, the Ripon High Student Body has also begun to play a more active role in the leadership of our school, most notably in their successful efforts to solicit a Great America trip for students who perform well on CSTs. Some new programs that resulted from the WASC 2003 Action Plan and the 2006 Action Plan include: common finals (1.5), standards based assessments, after school CST and CAHSEE tutoring, advisory class, and EDI training.

The district office and governing board, through the site administration and have been kept apprised of issues, proposals, programs and decisions made at the site level. The current superintendent has stated that it is her intention to develop district goals directly from the site's WASC 2008 findings and Action Plan. The allocation of support and resources from the district will then be even more closely aligned with the site's WASC Action Plan in the coming years.

A.2 Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?

Rather than a mere statement, the Mission, and our ESLRs have provided a clear and meaningful focus for Leadership Team and staff-wide discussion and decision-making. The district office administration and the governing board have encouraged this focus by supporting the Leadership Team as a decision-making body at the site. The district office administration and the governing board have also provided collaboration time and other resources in a manner that allows for site-based decision-making.

The Vision and the ESLRs are a meaningful presence in classrooms and the school as a whole. They are visible in posters in classrooms (2.1), and in every students' PSA. Teachers are working to be consistent in explaining how the ESLRs explicitly connect to specific course work on Course Information Sheets, or within the classroom. Making the ESLRs a more consistent part of each student's classroom learning experience is an area for continued growth.

The district professional development plan (2.2) drives the site's single plan for student achievement (2.3) which in turn drives the teachers' individual development plans (2.4). All teacher professional development and in-service training is driven by the three plans. There are board policies, 5 3-ring binders, full of policies and administrative regulations. Employee contracts with RUSD (2.5) spell out the evaluation of all (non-administrative) site employees. Level III's (2.6) are submitted to RUSD and designed to clarify specific goals of each course. Class syllabi (2.8) are based on state standards (2.7) and Level III's. ESLRs were developed based on community expectations and in support of state standards.

RHS instructors have the freedom to create an individual professional development plan, provided it falls under the site and district plan (2.9). When class sizes are too high,

additional services, supplies, help, etc., are negotiated between the teacher and principal and approved by the superintendent. Departments are allowed to present their own analysis of needs within specific areas of content through the chain of command, principal meetings, director of curriculum, and superintendent to the board. Board approval is required for academic clubs and organizations such as academic decathlon.

The focus group also found that the following activities and programs have benefitted from collaboration and site-based decision making: Bi-monthly administrative meetings are held. The Williams Act is enforced on campus. Proper budgeting practices are utilized. Class size limits have been set in some subjects by the single site plan. CST and API results are looked at and discussed. We have implemented ASVAB and career assessment in RS and relevance to career goals. AVID assists at risk students. Renaissance rewards high achieving students. Principal and vice principal regularly attend board meetings. Adjunct duties are required at plays, musicals, dances, sports events – student eligibility list tied to academics. The principal obtained state scores to disaggregate for use at RHS. RUSD experiences involvement of parent and community input into site council, JROTC parent association, FFA's group, ELAC, quarterback club and migrant education.

A.3 Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all student achieving the expected school wide learning results and academic standards?

To what extent does the school leadership and staff annually monitor and refine the single school wide action plan based on analysis of data to ensure alignment with student needs.

The use of student performance data (3.1) to assess programs and to determine the allocation of resources has been a consistent practice of the RHS Leadership Team, the district administration, and the governing board. Several new and revised academic programs were either developed or continued based on annual reviews of student performance data. The poor performance of socioeconomically disadvantaged students and Special Education students since 2003 has guided many of our district and site decisions, particularly the push-in model, as well as the use of ALECKS, and support of AVID. During the past five years we have maintained a clear and consistent focus on the most important long-term goal: increased student achievement.

This year, the focus groups identified many short-term issues along with issues of greater long-term importance, particularly the WASC Action Plan. The principal has made an effort to ensure that the faculty is able to engage immediately with issues of

concern. Collaboration meetings often begin in departments instead of large group discussions, and we feel this shift enables us to focus more efficiently as departments on student learning.

School-wide we are working to monitor and refine our practices based on need. The counseling office has purchased a new computer program in order to more fluidly access and discuss student achievement. The Naviance Workspace (3.2) is designed to help students and parents with college and career choices. Increased educational opportunities are made available to students. 9th grade students at risk of not passing the CAHSEE will be enrolled in CAHSEE prep classes. All 9th grade English and Math classes have class size reduction (20:1 ration with 22 students cap). Each summer, all 10th grade students are given the opportunity to receive one on one counseling. All of these efforts will improve student achievement.

Ripon has a single plan for student achievement (3.3). Parents, students, teachers, and administrators are involved in the plan. The campus modernization committee reflects the way the RHS staff is continually working on improving the campus for student learning. Some of our successes include implementation of frequent on going assessments (3.4), SEDAI lessons (3.5), and horizontal alignment (3.6). The goal is to provide the least restrictive learning environment for all students.

80% of teachers report making explicit connections between EDI and ESLR's. We continue to discuss this issue, and it continues to be an important goal for the entire staff.

We believe our departments need to more consistently track student achievement data as it relates to WASC action plan goals. For the last five years, the focus on alignment and common assessments has given us a defined area to work with the departments so that they can develop specific goals rooted in the WASC Action Plan that can be assessed in measurable ways. It will be helpful to continue to revisit the Action Plan and its goals with vigilance in the future.

A.4 Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

To what extent does a qualified staff facilitate achievement of the academic standards and the expected school wide learning results through a system of preparation, induction, and ongoing professional development?

New teachers, and teachers new to the District, enjoy a fully supported and very effectively implemented Beginning Teacher Support and Assessment (BTSA) program, with excellent consulting teachers. BTSA (4.1) organizes monthly meetings and additional workshop opportunities. BTSA coaches observe the new teachers in their classrooms, and honor a non-evaluative relationship which enables them to offer suggestions not criticism to new teachers. Workshops and site meetings help to orient new teachers to the particular policies of the school as well as the educational values of the school is part of the New Teacher Program (4.2). Each new teacher also has a mentor assigned to them, either a BTSA coach if they are new to teaching or a Consulting

Teacher if they are just new to the district. Teachers are evaluated on a rotational cycle. Based on department meeting minutes (4.3) and collaboration time minutes (4.4), staff are given time to work on aligning curriculum to the standards. Based on past CTAP surveys, it is evident that the staff has ample training/background to teach courses being offered. Every teacher is teaching courses within their area of expertise (4.5). BTSA is provided for new teachers, while veteran teachers have continued departmental and administrative support.

A.5 Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

We have a highly professional and dedicated staff. Individual teachers, teams of teachers, entire departments and other interdisciplinary groups of teachers work together on site, attend courses and workshops and work toward advanced degrees and BTSA training on an ongoing basis. 74% of staff report attending a conference in the last year, 47% report attending a workshop and receiving in-house training. 32% report they have received development opportunities through a professional membership, and 32% report that they received peer review. 67% report receiving administrative feedback; and 32% report receiving student feedback. These professional growth activities often directly tied to Action Plan goals and lead directly to improved practices in the classroom. The governing board and the district office administration have supported these professional growth opportunities to a very limited extent. Only 26% of teachers felt that they were offered opportunities for professional development at RHS. Many teachers voiced the desire to tour other schools. RHS used to offer coverage for teachers to do this, but the practice has not been available to staff for some time (5.1).

The district does provide regular support for staff development programs and collaboration time. Teachers have received training in the new AERIES grade book program.

The staff has consistently expressed its support for a focused, annual set of professional growth activities that are rooted in the WASC Action Plan. Each year, however, the planning of professional growth has been too rushed. Staff do not always see the ties between one in-service or collaboration and the next. We need to do more backward planning, projecting where we want to be and then developing the specific steps to reach that goal. We are identifying this as an important addition to our Action Plan--developing long-term plans for school and departments, focusing specifically on EDI and vertical and horizontal alignment. Past practices have led to a much more ad-hoc set of activities that do have a connection to the Action Plan, but that do not have the consistency and internal cohesiveness that we desire.

Weekly collaboration meetings allow time to distribute, process, and analyze data as departments and as a staff. Annual Site Plans and Individual Professional

Development Plans are submitted and used to drive administrative and departmental decisions.

A.6 Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

Many decisions related to the implementation of the Action Plan have required the allocation or reallocation of human, material, physical and financial resources. We have been careful to focus our use of course sections, teacher time and curriculum materials on those areas of greatest significance, based on our assessment of student performance data. The governing board and district administration have supported program changes by providing encouragement and additional resources when the site presents student achievement data and an implementation plan that is aligned with the previous WASC Action Plan and our current needs. In particular, collaboration time, new textbooks aligned with the standards, support for EL programs, and AP classes. The benefits have been enormous.

Human resources (see 3.1 & 6.1): As of the 2007-2008 school year (most recent available), all teachers were fully credentialed, and none were teaching outside of their subject area of competence. 98% of classes in core academic subjects were taught by NCLB compliant teachers. There are three academic counselors and one librarian to provide support for the students. RHS has class-size reduction for Freshman English and Algebra I classes. RHS has a variety of electives from which students may choose. The recruitment process is designed to find and hire the most highly qualified person available for each open position (BP 4111(a)). RHS encourages teachers to continue their professional development by requiring Individual Personal Development Plans to be done annually. RHS provides collaboration time within the school schedule for teachers to communicate “best practices” with one another among other things. The district pays for beginning teachers to participate in the BTSA program.

Material resources (see 3.1 & 6.2): In the 2006-07 school year curriculum and instructional materials were determined to be sufficient in core curriculum areas, leaving no students without their own assigned textbook or instructional material. The core curricular areas were identified as reading/language arts, mathematics, history-social science, foreign language, health, and science-laboratory equipment (grades 9-12).

The technology acquired due to grant funds has been incorporated into virtually all classrooms, and there is now a small computer lab in the library. Many classrooms have been refurbished and modernized. Nevertheless, many of our technology resources desperately need to be upgraded. It may be time for RHS to explore new funding options, donations, or fundraisers to pay for equipment upgrades.

Physical resources (see 3.1 & 6.3): The Ripon High School site traces its origins to 1910. A combination of new construction, remodeling, and modernization has kept the

school up to date over the years since then. The most recent were the 2003-2006 modernization projects. These recent facility improvements have created better learning opportunities for all students. Science labs, agriculture classrooms and facilities, and the main gym and locker rooms have been completely modernized in the last three years. A weight training facility was also added to the new gym complex. Classrooms and offices in the B building and library were completed in the 2006-06 school year. The music building and the secondary gym were also remodeled and upgraded to start the 2006-07 school year. A trained professional staff maintains the buildings and grounds and keeps up the safety and beauty of the campus.

The high school facility was found to be in good repair in the 2006-07 school year. The areas that were inspected for condition and repair status were as follows: gas leaks, mechanical systems, window/door/gate (interior and exterior), interior surfaces (walls, floors and ceilings), hazardous materials (interior and exterior), structural damage, fire safety, electrical (interior and exterior), pest/vermin infestation, drinking fountains (inside and out), restrooms, sewers, playground/school grounds, roofs, and overall cleanliness. The most recent school site inspection revealed that all aspects of the high school facilities were in good condition and not in need of repairs.

To enhance the safety and maintain the good condition of the campus Ripon High School has an Emergency Response Plan on file that will be implemented in accordance with a number of emergency or disaster situations. The safety plan is available for viewing in the front office and outlines policies, procedures, and the division of responsibilities for all staff members and professionals for a number of emergency situations. The Emergency Response Plan covers the following emergency situations: fire drill and/or fire, earthquake, bomb threat, and school lock down/standby. The plan outlines policies and procedures to be followed not only during an emergency situation, but also following an emergency situation.

The regular use of the library by all students, for class assignments, during class time, and after school for their own independent purposes has been severely restricted due to meetings, limited scheduling practices, and after-school detention in the library.

Financial Resources (see 3.1 & 6.4): For the most recent fiscal year available, 2005-2006, RHS spends \$5,292 per student. The average teacher salary is \$64,574, 14% higher than the state average teacher salary. There are many supplemental programs funded by the school, including ROP, 10th grade counseling, drug/alcohol/tobacco education and ISGI/Special Education. For the current fiscal year, 2008-2009, the district has budgeted revenues of \$23,883,496 and budgeted expenditures of \$21,633,382.

Areas of Strength:

- ❖ At the District and RHS departments, and at individual levels, we have begun establishing a culture in which the gathering, evaluation and use of student achievement data are routine aspects of our work; student achievement data drive the decision-making and allocation of resources.
- ❖ RHS has strong community support.
- ❖ With input from all stakeholders, RHS has established an RHS Mission Statement and refined the ESLR's.
- ❖ We have a dedicated and highly professional staff committed to educational excellence and continuous improvement. Our staff engages in ongoing professional development as individuals.
- ❖ RHS has a highly qualified, dedicated and professional staff. The site and district administration support high quality professional growth activities for individual teachers and teacher teams through funding and release time.
- ❖ The BTSA program provides excellent induction and training for new teachers.
- ❖ RHS strives to utilize student data in planning, reviewing and assessing existing, new and proposed programs.

Areas for Growth:

- ❖ With input from all stakeholders, establish and distribute a RHS Vision Statement.
- ❖ Integrate ESLR's more fully into the curriculum and classroom instruction.
- ❖ Utilize yearly analysis of data by content area (including departmental staff analysis of class assignments, common benchmarks, etc.) rather than just analysis of "test scores".
- ❖ The Administration and Leadership Team should implement a school-wide system for a more ongoing, focused set of professional growth activities including greater follow through and intention with professional development that are rooted in the WASC Action Plan.
- ❖ All departments should demonstrate progress on WASC Action Plan goals using student achievement data in reports to the Leadership Team so the evaluation of progress is more clearly tied to student achievement measures. Valid and reliable

student achievement data should be used as routinely at the departmental and classroom level as it is currently used at the District and Leadership Team level.

- ❖ RHS needs to work on continued alignment of the multiple plans for the school: Single Plan, Tech Plan, Safety Plan, and WASC.

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

Evidence Examined

A.1 Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

- 1.1. Ripon High School Mission Statement
- 1.2. ESLRs
- 1.3. Student PSA: Premiere Student Agenda
- 1.4. New Teacher Handbook
- 1.5. Common Finals, Benchmark Assessments, Portfolio Assignments

A.2 Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

- 2.1 ESLRs
- 2.2 District Professional Development Plan
- 2.3 The Single Plan for Student Achievement
- 2.4 Individual Professional Development Plan
- 2.5 Observation Pre-Conference Worksheet, Observation Post-Conference Worksheet, Evaluation Form for Certificated, Evaluation Form Classified, TMC Personnel Evaluation Form, Staff Evaluation Assignments
- 2.6 Level III's
- 2.7 Curriculum Calendars
- 2.8 Course Syllabi
- 2.9 Professional Development Plan

A.3 Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

- 3.1 School Accountability Report Card
- 3.2 Naviance: WorkplaceK12
- 3.3 The Single Plan for Student Achievement
- 3.4 Frequent Ongoing Assessments
- 3.5 SEDAI Strategies in Lessons
- 3.6 Course Outlines

A.4 Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

- 4.1 PAR Program
- 4.2 New Teacher Handbook
- 4.3 Department Meeting Notes
- 4.4 Collaboration Meeting Agendas
- 4.5 Credential Data from District Office

A.5 Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

- 5.1 Teacher Surveys

A.6 Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

- 6.1 Human Resources Personnel Materials
- 6.2 Textbook Purchasing Steps, Textbook Meetings. Material Survey
- 6.3 Requisitions for textbooks
- 6.4 RUSD Adopted Budget, Site Budget, Department Budget

Miscellaneous Evidence Examined

- M.1 Course Selection
- M.2 Minutes from Campus Modernization Committee
- M.3 2009 Meeting Guide
- M.4 CAHSEE Prep Courses
- M.5 SST Notification
- M.6 Adjunct Duties
- M.7 Spanish Information Form for Parents
- M.8 SST Forms

Focus Group B: Curriculum



- Current Educational Research
- Standards-Based Curriculum
- Student Engagement in Learning
 - Full Range of Choices
- Real World Applications
- Rigorous, Relevant, Coherent Curriculum

Rigor: Provide each student access to a challenging yet attainable learning experience that promotes his or her academic growth.

Relevance: Provide each student with meaningful curriculum that meets his or her current and future needs and goals.

Coherence: Provide an integrated four-year curriculum for every student that addresses RHS ESLRs and state standards and that is aligned within a class, within a common course, from one year to the next, and across departments.

Gary Meyers, Chair

Paula DeBoard, English
Fidel Perez, History
Diane Wilkerson, Home Ec.
Charles Carley, Math
Alisha Wilks-Ventura, English
Mary Machado, Secretary
Dawn Goudeau, Counseling
Hannah Maxon, Student
Gagan Jhalli, Student
Tami Mendel, Parent

B.1 Standards-based Student Learning: Curriculum

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.]

All students have access to a rigorous, relevant and coherent standards-based curriculum that supports the achievement of the academic standards (1.1) and the expected school wide learning results (1.2). Through standards-based learning (i.e., what is taught and how it is taught), the expected school wide learning results are accomplished (see Admin. Binder).

We still have clear challenges in closing the achievement gap for our ELD, Students with Disabilities and ED students. RHS scores above the state average on the STAR tests, yet we feel we could achieve high results on our CSTs.

Ripon High School works hard to ensure that all students participate in a rigorous, research-based academic curriculum (1.2). In addition to other teaching and learning methods, such as direct instruction, teacher-led discussion, and hands-on practice with problem solving, our students are expected to use research techniques that require conceptual thinking and effective communication of their ideas. To this end we have a research component at each grade level in the English department (ninth graders work on a “genocide project” in conjunction with reading of *Night*) (1.3); a culture research project at each course level in the Spanish department (1.4); a college and career research component for all ninth graders through the required Keyboarding course; two research papers annually in Marine Biology; Statistics (1.5) and Calculus have year end research projects; a periodic table card in Chemistry (1.6); and History projects for reading and research. Additionally, science courses such as chemistry and physics require students to read, critique and write abstracts based on current topics (1.6).

All core academic courses teach to California and/or National Standards and Frameworks. All AP classes meet College Board standards. All classes are aligned with the ESLRs. Ripon High School has gone to great lengths to ensure that our courses are aligned with district, state and national standards. Even before the introduction of state standards, Ripon Unified School District was visionary in this pursuit, and each course operated under district approved and developed standards (Level IIIs) (see Admin. Binder). In recent years, we have focused on aligning the curriculum in the Level IIIs with state standards. All core classes at Ripon High School are aligned with the state standards. We also developed ESLRs that represent Ripon High School well and can be achieved through our curricular offerings. Our students are “Academic Achievers” as evidenced by participation in clubs such as Renaissance, CSF, Block R and Academic Decathlon (1.7). Students with high academic achievement are recognized with silver or gold tassels at graduation, and an emphasis is placed on secondary education scholarships. Students show they are “Community Contributors” by completing mandatory community service hours in Life Skills, organizing and participating in Ripon’s Relay for Life, helping underprivileged children through JROTC’s Toys for Tots

program, and helping the hungry through ASB's Annual Canned Food Drive. Students have an opportunity to show they are "Effective Communicators" through speeches, group work and presentations in classes across the curriculum. The English department also provides two opportunities (Open Mic Night and Poetry Café) for students to present their original writing before an audience.

Much of our strength comes from solidarity and communication between departments, and Ripon High students are provided with many opportunities to learn across the disciplines. For example, Spanish courses also teach history and math skills as it relates to their curriculum (1.4). Chemistry and Food Science (1.8) teach many of the same concepts for reinforcement, as do the Physics, Physical Education courses (1.9), math, and science (1.10). History courses have a writing component, and special projects reinforce student learning in math and physical education (1.11). The English department chooses core reading materials to complement learning in history courses (1.12), and also works with the Keyboarding courses to meet a number of writing standards. All English teachers incorporate inter-disciplinary approaches into their classes. They focus on historically or culturally significant works of literature and nonfiction and incorporate information and approaches from drama, visual arts, music, psychology, philosophy, political science, and sociology. They help students examine personal, psychological, philosophical, social, political, economic, and ethical issues related to the issues studied in class. Teachers emphasize critical thinking, reading, writing and speaking skills in their curriculum. They have collectively agreed to teach curriculum and employ strategies and assessment approaches they've learned through research, coursework, and conferences, e.g., CSU Expository Reading & Writing suggested Lessons, AVID Summer Institutes, and College Board AP Institutes. The English department is also launching the use of writing portfolios to assist students in the development of their writing and critical thinking throughout their four years of English.

The math department has also worked hard to make changes in curriculum and instructional strategies in order to increase student achievement. The governing board has committed considerable resources to support math teachers in researching, designing, and implementing programs to help students who enter RHS scoring below basic and far below basic to meet state standards in math. Math teachers were given a common prep in 2006 to assist them in aligning standards, and developing common assessments (see Math Admin. Binder). Math teachers have attended Conferences as a department, and participated in AP Workshops during the past five years. Increased student achievement in math courses continues to be a high priority for RHS.

Social studies teachers seek to help each student gain an understanding of important events in world and U.S. history as well as core concepts in history, civics, economics, and other social science disciplines. They focus on helping each student develop critical thinking and academic skills. Several teachers have attended various AP Workshops according to their subject areas as well as the AVID Summer Institute. In addition to state-mandated courses in World Studies, U.S. History, and Economics, RHS offers AP Government, and AP U.S. History. They have adopted new text books in Advanced Placement courses and are enjoying improved academic performance (see Social Science Admin. Binder).

The Physical Education department offers a variety of challenging activities for all students. PE teachers are current on research that documents the importance of regular

physical activity and the connection between daily exercise and improved academic performance. The physical education department is working to align themselves with the new state standards. To accomplish this, one staff member is working on her Lifeguard permit to integrate water sports into PE. The department is also exploring ways to adopt combatives and other new standards into their existing curriculum (see Admin. Binder).

The Visual Arts and Performing Arts departments offer a variety of courses in art, vocal music, and band. Curricular pathways in each discipline allow students the opportunity to move from entry-level courses to advanced skill levels. Art work is regularly displayed on campus, and plays are presented each semester. Practical Arts courses available to RHS students include Computer Keyboarding, Culinary Arts, and Web Design. We also have a variety of ROP (Regional Occupation Program) classes (see Admin. Binder).

Students are supported through specialized programs including English Language Development (ELD), Special Education, Migrant Education (1.13) and AVID. Special Education services are offered to our special education students through Resource Specialist Program (RSP) and the Special Day Class (SDC) program. We firmly believe that special education and regular education teachers working together make powerful teams. Teachers are working towards 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 within the department to incorporate test-taking strategies and the skills that students need to be successful on the CAHSEE as well as to improve their performance on other standardized tests. AVID is an internationally recognized program designed to prepare high school students for success in four-year universities where they are historically underrepresented.. AVID students are part of the ethnic minority, and/or low income, and/or first generation college students, and/or students who have special circumstances in their lives. AVID teachers address study skills and the "hidden curriculum" of school to help students achieve academic success (1.13).

We have placed an emphasis on connecting new learning to prior knowledge. This is perhaps best seen in the direct instruction technique, but is also a natural result of standards-based learning progression and scaffolding within departmental areas. Students also have many opportunities to apply their learning in a real-world context through ROP courses, field trips (such as the Anatomy field trip to the U.C. Davis cadaver lab, Calculus yearly field trip to a technology company), college visits, exposure to the bilingual newspaper and cultural restaurants, work experience, various class projects, and reading and developing informational documents like resumes.

We believe Ripon High students have access to a variety of curricular choices (1.14). Students receive small-group instruction each spring from the counseling office and have access to a variety of courses in the school's course catalog (3.9). Additionally, incoming sophomores are counseled about their progress toward graduation (3.9), and juniors and seniors deemed "at risk" are counseled individually about their progress and options (3.10). Ripon High has worked to develop more "A-G" electives for UC admission and is currently implementing the Naviance program to guide students through career options. Through programs such as ROP courses, work experience, JROTC and vocational education courses, students have access to hands-on career training and

technical skills. We have noted that students designated as EL are unable to take music classes based on current EL staff certification.

B.2 Standards-based Student Learning: Curriculum

To what extent do all students have 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?

The Ripon High School staff recognizes they play a vital role in helping students establish goals and discovering their post-secondary strengths and interests, even before students begin their career at Ripon High. We work closely with elementary partner schools' students, parents and staff(2.1). In the spring, counselors and representatives make visits along with AVID and JROTC give presentations to the elementary schools. Last year we launched eighth grade night and invited students and parents to an evening at RHS to hear about programs and meet with department, sport, and club coordinators. At this event, eighth graders are assisted with class choices, graduation requirements, college requirements, clubs, activities, and school expectations (2.2). AVID teachers recruit and work with potential candidates (2.3).

RHS has high expectations for each student. We offer numerous classes to support in-coming ninth graders, in addition to AVID, Special Education, Study Skills and ELD. Entering Freshmen receive readiness tests to correctly identify the best math course for them. Students who score over 38 out of 46 points are placed in Geometry class (2.4). The math department then took into account the teacher recommendations, and every student who was recommended for Geometry was placed in that course.

Entry freshmen are also offered a range of options for Science courses including Ag Life Science, and Food and Nutrition. Freshmen are placed in reduced class-sizes in Algebra I and English I. These smaller courses are designed to help each student experience academic success in college preparatory courses at RHS (2.2). We feel this is a significant contributor to our high performance on 9th grade English CSTs (2.5). All students have 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.

In August, just prior to the beginning of school, all new students are invited to a Ninth Grade/New Student Orientation that allows them to become more familiar with the high school (2.6 & 2.7). Link Crew (2.8) student leaders plan and facilitate campus tours, community-building activities, and small group informational meetings. In addition, students get their schedules. The majority of the ninth grade class attends this popular event, as well as other students new to RHS.

As a follow-up for all ninth graders after the Student Orientation, students meet weekly in Advisory. They meet in the classroom of one of the RHS teachers, who facilitates Advisory. Advisory can be utilized for question and answer sessions, discussions, or Silent Sustained Reading (2.9). This process helps all ninth graders learn

about RHS and teach them specific study skills, or participate in campus business i.e. prom, SB elections, surveys. Advisory meets each Thursday for twenty-five minutes.

Currently, there is one section of peer helpers. Peer helpers (2.2 pg. 21) receive school credits and accumulate community service hours. Peer helpers spend the first semester in conflict training and community assistance. Second semester peer helpers assist the counseling office by working with minor conflict situations. Volunteer peer helpers are trained in collaboration, mediation, and reflection. We feel these students have been underutilized in the past, but we are excited about their role in the counseling department.

Ripon High School tailors personal learning plans to meet students' academic needs and prepares them to meet or exceed academic standards and the school's ESLRs. By working with the same grade-level advisory teacher on a weekly basis for four years, students receive ongoing academic and social guidance. In the spring, the counseling office meets with all students in small groups to help students select courses for the following year with the help of the Choices catalog (2.2). Additionally, incoming sophomores and their parents can meet individually with counselors as part of the summer sophomore counseling program (2.10). Students with IEPs and 504 plans meet with teachers, parents, and resource specialists to design programs for academic success and make sure programs are being implemented appropriately in each classroom (2.11). Additionally, students may participate in the Student Study Team (SST), which allows them to conference with teachers and guidance counselors about their academic struggles and develop a success plan (2.12). Students also have the opportunity to enroll in the AVID program (2.3), which guides them toward acceptance into a four-year program. Students seeking help in math courses can receive extra help from their peers in the math tutor program (2.13). Students have a number of opportunities to explore college and career options through the college and career information center in the library and the Naviance program being implemented this school year (2.14). Also, all freshmen through their required keyboarding course are exposed to college/career curriculum.

Ripon High makes a concerted effort to involve students and parents in individual learning plans. Students are presented with multiple options for classes through the Choices catalog (2.2) and course preference sheets. Throughout the year, students and parents meet with counselors and teachers as the need arises, and parents often schedule after-school conferences with teachers to discuss grades and curriculum progress. As of the 2008-2009 school year, parents have access to students' grades through the Aeries online gradebook. The Naviance career and college planning program is also available to students and parents online. In order to help the students and parents understand the Naviance program, Ripon High School offers class presentations for students, parent presentations at College Night, and a Senior Planning Workshop in the fall.

The number of students taking honors and AP classes has decreased in the past four years (2.15). We believe this is a reflection of changes in teaching assignments. In spring 2008, the teacher for AP Government was in question and many students made decisions based on assumptions. Now that this teacher is in place, we expect to see an increased enrollment in 2009. Students who are committed to challenging themselves with college-level curriculum, have the option to do so at RHS. At the same time, RHS staff are committed to maintaining rigorous college preparatory classes. The majority of UC-bound students find the rigorous college preparatory courses to be challenging. Students

are encouraged to participate selectively, taking Honors and AP courses in their favorite subjects. 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. Students meet with teachers in spring meetings which clarify the summer assignment and the requirements for the courses. Also, individual counseling appointments help students make informed decisions. Additionally, all AP and honors students and their parents are required to sign contracts that clarify the workload expectations, grading standards, and drop policy (2.16). Students who fail to complete their summer work are dropped from AP courses the first day of school. RHS is committed to encouraging students (and parents) to choose balanced schedules, taking into consideration their interests, previous achievement, future goals, and commitments to family, sports, work, and community

Ripon High School offers all students a college-preparatory education through its graduation requirements (2.2 pg. 6), and encourages students to take additional coursework that meets A-G requirements (2.21 pg. 7). Beyond this, students have many opportunities to pursue post-secondary goals through coursework (Honors and AP classes) and campus organizations. Students have the option of taking community college courses for both high school and college credit. Additionally, programs like FFA (2.17), JROTC, Leadership and FHA-HERO, as well as ROP courses, teach hands-on, real-life skills that provide a bridge to career choices.

Ripon High School has a plan in place to address students' schedules based on interests, goals, and needs. At the beginning of each semester, students have a two-week window where classes can be changed. Throughout the school year, schedules may change to meet graduation requirements or specific goals. Students' plans are revisited in the spring semester with the most current transcript information before classes are selected for the following year.

Counseling is a critical component in helping each student find a pathway to success at RHS. The counseling department is fortunate enough to have three full-time counselors and one part-time counselor intern from San Francisco State (2.17). The intern is focusing her work on at-risk Juniors. Their efforts are expanded by their work with the College Career Resource Center which was launched this year. The coordinator helps students at all grade levels think about and plan what they will do after high school. Students and parents are invited to use the center to investigate college and careers. Students may drop in individually or come with their classes. The goal of the center is to provide the best and most current information regarding college, universities and careers. Included among the services the Center offers are: college visitations, college fairs, informal meetings, and assistance with college applications. Additionally, the Center offers an array of materials and services to assist students in planning academic and life-long career paths.

The counseling department provides a comprehensive program that helps each student set goals, select courses, and develop a pathway for personal and academic success. Typically, students remain with one counselor all four years, fostering close relationships. In tenth grade, students have individual thirty-minute appointments with their counselors (2.10). In the spring, counselors do group presentations with students in their English classes. Parents are sent home information packets, and invited to contact counseling if they have questions. Upon request, the counselor, student, and parent

develop the student's four-year plan and clarify post-secondary options. Counselors closely monitor each student's academic progress and advise students and parents about honors and AP options as well as academic and emotional support available to students on campus. Counselors also help students follow up on options for repeating courses. Special Education, ELD, and AVID teachers work closely with counselors in ensuring appropriate pathways for their students. Counselors also present several different evening programs each year, such as Parent Orientation, Financial Aide, and College Night (2.18). These programs inform students and parents about, the application process, and financial aid. The counseling department works with teachers, staff and parents to ensure that students have a successful experience at Ripon High School and acquire the tools necessary to pursue their post-secondary goals. Future work for counselors includes:

- Implementing the new Naviance Computer Program
- Continued work on the Career Advisory curriculum
- Articulating with partner schools to help underachieving students successfully transition to RHS
- Developing a plan to help juniors and seniors who have not passed CAHSEE.

B.3 Standards-based Student Learning: Curriculum

To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

Ripon High School is focused on student success, and goes to great lengths to make sure students are aware of graduation requirements and prepared to meet them (3.1). Throughout the school year, teachers are often available outside of school hours for students, post grades regularly (3.2), keep grade charts with students (3.3) and monitor student progress through interactive notebooks (3.4). Teachers also communicate with parents regarding grades through email (3.5), online gradebooks and grades mailed home eight times over the course of the school year (3.6). Peer subject area tutors are also available for struggling students (3.7).

The counseling office ensures that students are on track to meet graduation requirements by reviewing updated transcripts with students before class selections (3.8), coordinating summer counseling sessions for incoming sophomores (3.9), providing ongoing at-risk counseling to students who are not on track for graduation, and in addition to the ongoing at-risk counseling (3.10), Ripon High School alerts at-risk seniors and their parents during the last four weeks of the school year (3.11). 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 (3.12). The counseling office contacts students who did not pass the CAHSEE during their sophomore year and their parents to inform them of their options – including CAHSEE tutoring sessions (3.12) and upcoming test dates (3.13). Prior to the CAHSEE being given, our ELD program focuses on CAHSEE prep (3.14) during the ELD 3-4 class. Students who have not passed the test by the end of their junior year are automatically enrolled in a "CAHSEE prep class" during their senior year (3.15).

Ripon High School prepares students for success in post-secondary education and a variety of career paths. Beginning this school year, students have been introduced to the Naviance college and career pathway program. This is in addition to college application workshops through the counseling office, college and career information nights, a career faire for juniors and seniors, guest speakers on campus representing various institutions and backgrounds and outreach college recruiters (see 2.18). Clubs and organizations such as CSF and AVID organize college field trips to expose students to college programs and culture. Additionally, the staff works with community resources such as the “Give Every Child a Chance” tutoring program (3.16), and those involved with programs such as FFA, FHA-HERO and JROTC to introduce a variety of career paths. Through our work experience program (3.1 pg.37), students can gain skills and responsibility off campus. The Agriculture Department utilizes a community advisory committee for advice and input to the program (3.17).

Ripon High School also communicates with post-secondary institutions to ensure student success at the college level. This includes collaboration between the counseling office and the UC and CSU systems and the planning of curriculum to meet challenging A-G entrance requirements (3.1 pg. 7 and pg.39). Additionally, as many of our students attend local junior colleges such as Modesto Junior College, we encourage students to enroll in community college courses (3.1 pg. 5 and pg.38) to jump start their career and vocational goals (3.1 pg. 37). Through the agriculture department’s state and regional collaboration meetings with colleges, our students are better exposed to the college environment.

Ripon High School uses a variety of measurements of data to determine students’ entrance into college, career and technical-preparation programs. Senior English teachers keep track of students’ college acceptances, and the agriculture and JROTC programs track the plans and post-high school success of their program participants. Additionally, the counseling office keeps records of students through graduate surveys, as well as reports from state and junior colleges about student enrollment and accumulating data based on transcript requests.

Areas of Strength:

- ❖ RHS has very high graduation rates.
- ❖ RHS strives to make the transition from eighth grade to ninth grade successful for each student in a number of ways: Eighth Grade Parent Night, Ninth Grade/New Student Orientation, Advisory, Link Crew, and class size reduction in the core ninth grade classes.
- ❖ RHS just opened a comprehensive College Career Resource Center, a College Application Assistance group and expanded resources.
- ❖ Teachers have utilized Advisory in order to help students connect with RHS, and feel continuity throughout their time here.

- ❖ We are fortunate to have comprehensive counseling services, with three full-time counselors and one intern.
- ❖ We have a small group of trained conflict management peer tutors.
- ❖ All departments have worked hard to align their curriculum horizontally and vertically so that all students taking similar courses have common experiences.

Areas for Growth:

- ❖ RHS students need to expand offerings, and create a wider range of district-sponsored programs to assist students in meeting graduation requirements.
- ❖ All departments need to continue working to align their curriculum horizontally and vertically, in particular we need increased development of common assessments to facilitate greater collaborative discussion.
- ❖ We need to continue to monitor the success of students taking Honors and AP classes.
- ❖ We need to find better ways to identify and place underachieving new students, including incoming ninth graders, in the most appropriate academic courses at RHS. We need to come to a consensus with the elementary schools and district on our policies.
- ❖ We need to continue to expand and improve the career and college center.
- ❖ RHS needs to work on expanding the number of courses which are approved for A-G course requirements.
- ❖ If students fail courses, we need better solutions and alternatives for them to make up the courses and achieve a diploma.

B: Standards-based Learning: Curriculum

Evidence Examined

B.1 Standards-based Student Learning: Curriculum

- 1.1. California State Standards
- 1.2. ESLRs, Master Schedule, At Risk Student List
- 1.3. English Essay Response, Rubric, Speech
- 1.4. Research Project
- 1.5 Final Written and Oral Projects, Student Samples
- 1.6 Chemistry Project, Student Samples, Country Project
- 1.7 Clubs and Programs at RHS
- 1.8 Home Ec. Study Guide
- 1.9 Physics Lab
- 1.10 Intervention Study Guide
- 1.11 History Study Guide
- 1.12 Reading Assignments
- 1.13 Migrant Education Services
- 1.14 Course Selection Guide
- 1.15 Course Enrollment

B.2 Standards-based Student Learning: Curriculum

- 2.1 9th Grade Orientation Night, Power Point, Course Request Sheets
- 2.2 Course Selection Guide
- 2.3 AVID application
- 2.4 Geometry Readiness Test
- 2.5 CST Testing Results
- 2.6 Freshman Orientation Agenda
- 2.7 Welcome to RHS Packet
- 2.8 Link Crew
- 2.9 Class Speeches
- 2.10 Summer Counseling Form
- 2.11 Notice of Accommodations/Modifications, 504 Materials
- 2.12 SST Meeting Notes
- 2.13 Math Tutors
- 2.14 AP Results 2008
- 2.15 AP Results 2007
- 2.16 AP Contract
- 2.17 FFA
- 2.18 College Materials, FAFSA Materials, College Night

B.3 Standards-based Student Learning: Curriculum

- 3.1 Course Selection Guide
- 3.2 Aeries Gradebook Program
- 3.3 Student Grading Chart
- 3.4 Student Spirals
- 3.5 E-mails to Parents
- 3.6 Gradebook Letter to Parents, Access Log
- 3.7 Math Tutors
- 3.8 Student Transcripts
- 3.9 Summer Sophomore Counseling Materials
- 3.10 At Risk Forms
- 3.11 Senior Alert Forms
- 3.12 Counselor Letters
- 3.13 CAHSEE Letter to parents
- 3.14 ELD CAHSEE Prep Materials
- 3.15 CAHSEE Remedial Course Enrollment
- 3.16 Give Every Child a Chance
- 3.17 Agriculture Advisory Committee, Career Development Events,

Miscellaneous Evidence Examined

- M.1 WASC Rubrics
- M.2 WASC Summaries
- M.3 Questions: Parent, Student, Staff
- M.4 The Single Plan for Student Achievement



Focus Group C: Standards-Based Learning: Instruction

Challenging Learning Experiences for All Students
Emphasizing Higher Order Thinking Skills

Jim Tornell, Chair

Jill Cross, Science

Ryan Patterson, Agriculture

Gorge Velasco, Spanish

Chris Musseman, English

Robert Mayfield, Social Studies

Gurmukh Singh, Math

Jenna Sherwood, English

Stephanie Hobbs, Parent

Elaine Williams, Secretary

Dick Durham, Interim Principal

C.1 Instruction

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

Each department is currently working to ensure consistency across classes in terms of instruction, curriculum and assessment, so that all students are involved in similarly challenging learning experiences. While some departments have a high degree of consistency (e.g., English), others are still finding common ground for their discussions on alignment. All courses are aligned to the ESLRs and the academic standards. However, as a result of WASC discussions, RHS teachers are revisiting their emphasis on the ESLRs and the standards as well as reviewing student achievement data and examining student products in their discussions on alignment. Staff, students, and parents agree that students in like courses should have common learning experiences and that sequential courses should be vertically aligned. (1.1, 1.2, 1.3,1.4,1.5)

It is our shared belief that departmental work on alignment will lead to increased achievement for each student. Likewise, RHS staff recognizes the need for and is committed to developing a long-term staff development plan to assist teachers in the task of increasing student achievement. Additionally, the staff has expressed renewed interest in making the ESLRs clear to students by making direct connections between the lessons and the ESLRs. (1.6)

Course calendars, student, parent and teacher surveys, faculty peer observations, sample lesson plans and student work samples indicate that Ripon High students are involved in challenging learning experiences that are focused on the acquisition of skills outlined in the academic standards and the expected schoolwide learning results. Course calendars are clearly aligned to the State Standards in all courses where those standards exist. Teacher surveys and sample lesson plans point to the fact that lessons emanate from the standards, and fifty-nine peer observations support that notion. The student/parent surveys generally agree with these conclusions related to standards-based instruction at Ripon High School. Although the course calendars, lesson plans and survey results suggest that students regularly receive clear instruction related to daily standards-based objectives, and that these objectives reflect the essence of the expected school-wide learning results, the staff recognizes that more attention needs to be directed toward linking specific ESLRS to daily objectives.(1.1,1.6)

Peer observations, student surveys and sample lesson plans also suggest that these learning experiences take place in positive learning environments where multiple instructional strategies are used, students are engaged in the learning process, and student understanding is checked frequently and randomly by teachers. Significant progress has been made by teachers in these areas over the last five years as they have incorporated techniques of Explicit Direct Instruction (EDI) into their daily lessons. (1.6)

Differentiation of instruction has been a targeted area for improvement, and the Ripon High staff and administration have taken important steps to address those needs. Those steps include SDAIE training for all teachers in academic areas, implementation of

EDI techniques, conscious efforts by teachers to use multiple teaching strategies in their lesson deliveries, use of common curriculum and assessments within departments, the addition of CAHSEE preparation courses, computer-assisted instruction using the ALEKS program in our most basic math courses, teacher availability for before-school or after-school help, a peer-tutoring program, and a "push-in" approach to special education.(1.1, 1.2, 1.3, 1.4, 1.6, 1.8, 1.10)

C.2 Instruction

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

RHS teachers complete coursework and utilize other staff-development opportunities to ensure that they remain current in their fields of study and use new ways to connect students to the content. Our teachers implement a variety of teaching strategies in an effort to engage all learners. Responses on teacher, student and parent surveys, peer classroom observations, and reviews of Ripon High School course offerings, teacher lesson plans, and student work indicate that Ripon High School students are actively engaged in regular classroom activities that emphasize higher order thinking skills and are supported by the use of a variety of instructional strategies and resources that extend beyond the textbook and incorporate technology and real-world experiences. (1.1, 1.2, 1.7, 1.8)

Well over 80% of teachers surveyed stated that their lessons are varied and regularly include elements that encourage critical thinking, problem solving, creative thinking and communication skills. Peer observations tended to confirm this statistic. Visiting teachers reported seeing multiple instructional strategies being used in nearly 80% of the lessons observed and identified a wide range of classroom activities. Generally, about 60% of students and parents surveyed agreed that teachers use a variety of strategies that emphasize problem solving and critical thinking. (1.1)

All social studies teachers help students learn through the use of lecture and group activities. These activities can include in-class and out-of-class group projects, jigsaws, team-based simulations, debates, and group presentations. The nature of group work requires that students learn to manage their differences and work cooperatively despite them. Social Studies teachers are also committed to helping students write stronger analytical essays. Teachers also help students hone their speaking skills through the frequent use of oral presentations in class. Also, some social studies teachers use dramatic presentations that allow students to gain access and show competency in the content area through this mode of assessment. Some social studies teachers and all AVID instructors require students to keep a binder, thus helping them develop organizational skills, while others have students keep journals, thus giving them opportunities to reflect on their learning in a written fashion. (1.1, 1.2)

Students in English classes grades 9-12 engage in multiple projects, ranging from book circles, reading notebooks, dramatic presentations, Socratic seminars, and research projects. Activities and projects in English classes are designed to allow students personal choice in selecting a topic of interest, designing a writing assignment, facilitating group or whole class discussions, and teaching or presenting knowledge to peers. Discussions are another way students take control of their learning. They generate questions based on careful readings of challenging texts and by co-facilitating classroom discussions. Students learn to understand literature and drama in multiple ways: through character analysis, and group performances of *Romeo and Juliet*, *Antigone*, *Macbeth*, and other plays. This year the English department launched portfolio projects which will offer a reflection of writing strategies while following students through their four years at RHS. Many English teachers utilize binders or notebooks as part of their assessments. (1.1, 1.2, 1.4, 1.7)

ELD (English Language Development) teachers incorporate strategies such as vocabulary quizzes, grammar tests, notes, reading comprehension questions, essays, oral presentations, collaborative group projects, Socratic seminars, and other oral language activities. The goal is to ensure that students in these classes raise their CELDT scores annually. In addition, students collaborate with each other to study, discuss, interview, and complete projects to learn about each others' cultures. (1.4, 1.6)

Teachers often take on a coaching role working with students. Journalism and Yearbook students work as a collective group to publish final pieces. Journalism fosters the idea of responsible journalism, putting together the school newspaper. Student editors in both classes teach their peers the elements of journalistic writing, photography, art and graphics, and student press law. The journalism staff critiques each published newspaper, recognizing successes and identifying challenges to be addressed in the next issue. The success of these lessons is measured by the degree to which students report responsibly on school and local news. (1.7)

AVID helps students reach their goals of preparing for four-year colleges through a variety of strategies. Students practice study skills and improve their skills in critical reading, analytical writing, public speaking, technology and research skills. They receive extensive individual and small group college and career counseling, hear guest speakers, go on field trips, and engage in independent research. In addition, they develop leadership skills and engage in leadership projects. AVID students work in tutorial groups with college/peer tutors to go over difficult material and study for tests. They have help in preparing for college entrance tests. (1.5)

In Web Design, students increase their technology skills through a variety of projects. Individualized projects for a targeted audience incorporate recently taught technological skills from a mastery perspective. Teachers help students plan their time, apply what they've learned throughout the semester, and monitor their own growth and progress. (1.8)

Enhancing instruction through the use of technology needs to be a targeted area for improvement. In both the teacher and parent surveys, less than half of the respondents felt that technology is used significantly at RHS to improve instruction. However, one bright spot is that as of November 2008, all Ripon High School instructors have computers in their classrooms and are utilizing an internet-based gradebook program that allows parents to access their students' grades and monitor academic

progress. In addition, power point presentations are used to some degree in nearly every department at the school as are DVD players, televisions and LCD projectors. The Math department is equipped with two overhead graphing calculators, a TI Presenter, and numerous classroom sets of graphing and scientific calculators. A small computer lab makes it possible for the department to offer computer-assisted instruction to low performing students by way of the ALEKS program. The Science Department uses gel electrophoresis machines for applications in biotechnology. The Agriculture Department operates and maintains a computer lab and offers students access to up-to-date manufacturing tools and equipment including a computer-controlled plasma cutter. Each classroom has access to a TV and VCR or DVD plus internet access available on the computer. Online grading and attendance increases parental involvement and allows monitoring of student progress. Students and their families can email teachers for increased communication regarding missing assignments, grades, and class standing. We currently have three computer labs, including a library lab that is available to all students throughout the day. We are currently working to obtain and refurbish computers to expand our numbers. (1.4, 1.8)

Students use computers to engage in research. The Ripon City librarian offers freshmen training on understanding how to search for information and use sources for their papers or presentations. Students use various websites in courses. Our school paper and yearbook are created entirely online and edited digitally.(1.7, 1.8)

More than ever before, Ripon High School teachers are requesting additional technology for use in their classrooms. At department and staff meetings, there is more and more talk of how to incorporate technology into lesson planning. Ripon High instructors are committed to the task of utilizing technology to enhance instruction.

Ripon High offers a rich collection of courses that focus on making real-life connections. These hands-on courses include Agriculture, Business, Home Economics, Physical Education, JROTC and Law Enforcement classes. Students see connections to the real world in classes across the disciplines. US History students become poll workers on voting day. Government students attend School Board or City Council meetings. Creative writing classes perform at open mike night at Border's bookstore in the spring, and publish a collection of their writings in the spring. The English Department also holds a Poetry Night at the Ripon library and offer local poets a chance to perform their work live. Future Farmers of America students compete in state contests. JROTC students perform at Memorial Day events, community parades, and have a group of students traveling to Washington D.C. in the spring. Musical performers have the opportunity to perform at local community events and sporting events. (1.7)

RHS teachers implement a variety of teaching strategies in an effort to engage all learners. In the academic courses where "activating prior knowledge" is a key EDI principle, many Ripon High School teachers seem to be making a conscious effort to connect academic principles to real life. (1.4, 1.7, 1.11)

Areas of Strength:

- ❖ RHS teachers are committed to providing a rigorous, standards-based curriculum and instructional methodologies that help each student achieve the ESLRs.

- ❖ Departments have worked to ensure consistent standards in approaches to determining semester grades. They have worked to calibrate rubrics.
- ❖ With collaborative time, we have made greater inroads into disaggregating and analyzing department student achievement data more frequently.
- ❖ RHS teachers are committed to providing a rigorous, standards-based curriculum and instructional methodologies that help each student achieve the ESLRs.
- ❖ All departments are focused on aligning course curriculum, instruction and assessment horizontally and vertically.
- ❖ Teachers are incorporating technology in innovative ways to increase student achievement.

Areas for Growth:

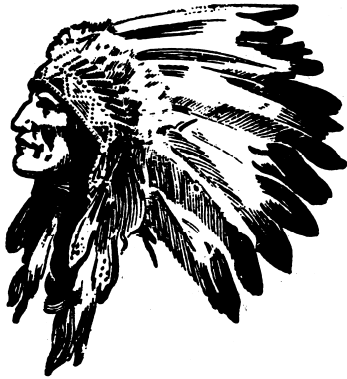
- ❖ Professional development for teachers should be focused on specific instructional strategies that meet the needs of each student.
- ❖ All departments should continue their work on horizontal and vertical alignment of curriculum, instruction, and assessment. Part of the alignment process includes evaluating best instructional practices.
- ❖ There is a need for staff development that helps teachers develop and utilize data to guide instructional practices and curriculum goals.
- ❖ We need to continue working to identify best instructional practices and ensure their use across similar courses to help each student succeed at high levels.
- ❖ We need to explore ways to increase our resources for technology.

C: Standards-based Learning: Instruction

Evidence Examined

C.1, C.2 Instruction

- 1.1. Teacher Surveys
- 1.2 Teacher Observations
- 1.3 Course Calendars
- 1.4 Lesson Plans
- 1.5 ESLR's, Community Service, Community Development, FFA, Critical Thinking
Student Samples
- 1.6 EDI Lesson Plans
- 1.7 Real Life Connections: Lesson Plans and Student Samples
- 1.8 Technology Based Instruction
- 1.9 Assignments and Student Samples
- 1.10 Tutoring and Push-In Program
- 1.11 EDI Strategies



Focus Group D: Assessment & Accountability

Reporting, Measuring, Assessing, Modifying, Monitoring,
Deciding

Professional Reporting of Student Performance Data
Multiple Approaches Measuring Student Progress
Curriculum-Embedded Assessments
Curricular and Instructional Modifications
Monitoring of Student Growth
Results-Driven Decision-Making:
School Programs, Professional Development Activities, and Resource
Allocation

Col. Pat Dunn, Chair

Chris Johnson, Social Studies
Keith Rangel, Special Ed.
Sherry Johns, Agriculture
Daniel Gilman, Science
Sergei Samborski, English
Rod Wright, Math
Kayla Dunn, Student
Nathan Collins, Student
Tami Mendel, Parent
Megan Guenther, Counselor

D.1 Assessment and Accountability

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

The district office and the site both have comprehensive, systematic processes whereby they assess and monitor student progress at RHS regularly. They provide detailed data about student achievement to the governing board, the staff, parents, and the community in a timely and effective manner. Disaggregated student performance data are tracked by grade level, ethnicity, socio-economically disadvantaged, and for special needs students who are in Special Education or in the English Language Development programs. Both the district office and the site monitor disaggregated student data on multiple measures: California High School Exit Exam (CAHSEE) (1.1), California Standards Tests (CST), California English Language Development Test (CELDT), Academic Performance Index (API), Advanced Placement (AP) enrollment/test scores, a-g (college preparatory courses required for UCs and CSUs) completion rates, grade point averages for each class, and CST scores in math, science, reading, and social studies. Student progress on measures such as the CSTs is tracked for each standard and reflects progress over time, for individuals as well as for classes. Information on individual students is available for students, parents, and staff online through the Aeries database. Also student achievement data are shared and discussed with staff on multiple occasions.

Data used to measure student achievement include the California Standards Tests, the California High School Exit Examination, API report (1.2), SARC report, 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 ABI to monitor and track student performance, progress, and current standings.

Ripon High School distributes an annual School Accountability Report Card (1.3) to the staff and the community; it is also available on the school web site. 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 (1.4). The principal and other administration members meet often with the teaching staff, collectively and departmentally, to review the assessment processes 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 (1.5). The school board meetings also address issues of student performance data and are often attended by the community and press. Local newspapers frequently report on matters of student performance to the city of Ripon and several surrounding communities. (1.6)

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 (1.7). 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.

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 (1.8). These meetings also allow teachers to share different effective teaching modalities, and plan future instructional strategies.

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, meets with students to discuss achievement, and works with students, teachers and parents to improve success (1.9). 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 role status receive recognition in local papers.

D.2 Assessment and Accountability

To what extent do teachers employ a variety of assessment strategies to evaluate student learning? To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

Ripon High School teachers employ a myriad of formal and informal strategies to assess student's performance and progress. 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 assessments of student understanding and progress (2.1). 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 (2.2). Additionally, regular binder checks, interactive notebooks, Socratic seminar discussions, book reports, portfolios, and journals are utilized by teachers to monitor achievement. In several classes, students participate in non-traditional assignments aligned to standards such as presentation boards, annotated maps, and technology assignments. Advanced Placement exams, SAT, ACT, California High School Exit Exams, and California Standards Tests are more formal strategies used to determine and compare academic progress.

Teachers use common assessments as developed within their departments, as benchmark evaluations of student progress within prescribed courses (2.3). 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.

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 same-course meetings focus on assessment results and professional sharing of instructional strategies that have a positive impact on student achievement.

All students receive a school planner (2.4) for the purpose of recording assignments and monitoring progress. Some teachers make use of the student planner mandatory and part of a student's grade. In all English classes students are also given rubrics to evaluate their work prior to formal assessment. Students learn to self-monitor, proofread, and evaluate the quality of their own work. ROTC students are trained to assess one another in Friday morning meetings, and art classes are assessed throughout the entire creation process. Returned graded material and class work are often accompanied by teacher comments or suggestion, and assessments and measures are outlined and discussed by teachers. Some teachers increase the rigor of performance as the semester progresses. AP English students' essays are held to a higher grading standard second semester, and keyboarding students must improve their words per minute rate each quarter. As students understand the criteria, grading methods and performance expectations they are empowered in their own development and mastery.

The majority of teachers at Ripon High School begin the day with an objective listed on the board. Students are encouraged to record, or restate this objective and lesson plans are design to help the student achieve the stated objective.

D.3 Assessment and Accountability

To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school-wide learning results?

Ripon High School has various assessment and monitoring systems in place to determine student progress. Student progress is monitored by the teachers, the parents and the students to assure achievement of academic standards. Textbooks and/or resources, aligned with State standards, are purchased and used within the core curriculum (3.1). These programs and resources are designed to highly target assessment

of student achievement towards narrow achievement goals. Staff utilizes this assessment, and school-wide departmentalized common assessments, aligned to the State standards to assess progress at intervals. Common assessment grades are reviewed in core departments meetings to determine adjustments, modifications, additions and/or editions necessary to improve student achievement of academic standards (3.2).

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. Meetings are often 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 (3.3).

The District administrators and school board members often request and are given regular achievement and progress reports from administrators and, when appropriate, teaching staff, informing them of student progress towards district goals (3.4).

School counselors closely monitor student achievement and students needing remediation in English and/or Math are directed to enroll in summer courses (3.5).

D.4 Assessment and Accountability

To what extent does the assessment of student achievement in relation to the academic standards and the expected school-wide learning results drive the school's program, its regular evaluation and improvement, and the allocation and usage of resources?

The governing board, administration, and staff recognize that student learning is the primary purpose of the school. Student needs and student achievement have been a driving force behind many recent changes at Ripon High School. These changes include: collaboration time, and allocation of resources. Textbooks and teaching resources have been selected as they align with the state standards and the school wide ESLRs. Additionally, these resources assist the teaching staff as they assess the student's academic achievement (4.1).

Administration requested collaboration time from the school board. Each Thursday morning, administration and teachers collaborate in an effort to continue improving teaching techniques, modalities and assessment methods. Occasionally, there are staff lectures on pedagogy, or inspirational speakers via video to address the school's needs. Opportunities are available for teacher feedback, self-evaluation, and teamwork. Ripon High School departments strive to work together towards improvement. The English department identified consumer documents, as being an area of weakness in students. The department approached other courses, and asked that they implement instruction of students on consumer document reading strategies. Several elective classes integrated this improvement into their course curriculums.

Ripon High School identified the need to craft daily lessons around specific objectives derived from the state standards. In the 2005-2006 school year a core group of teachers participated in DataWorks training focusing on clear objectives, frequent assessment and activities which promote high levels of student participation. The subsequent year that number expanded, and the remainder of the 2006-2007 school year was dedicated to teacher trainings which emphasized ways of using these techniques in all curriculums (4.3). The Ripon High staff is constantly evaluating coursework, assessments, calendars and Level 3's. In the 2005-2006 school year, the math department was scheduled to have a common preparatory period each day for collaboration. The department used this time to strategize about ways to improve math instruction and achievement. The math department revised their calendars, and their coursework. They have participated in professional development courses, and examined ways to align their course sequencing. The math department implemented CAHSEE math classes after completing and assessing students' math achievements (4.4). All math instructors now utilize review and re-teaching, techniques which are based on student performance.

Areas of Strength:

- ❖ Student performance data are disseminated in a timely and effective manner at Leadership Team meetings, staff meetings, department meetings.
- ❖ Achievement gaps at RHS have been clearly identified and are recognized by all staff.
- ❖ Many parents greatly value the Sophomore counseling each June as a way to get face-to-face feedback on their student's performance, and school plans.
- ❖ RHS is committed to helping Spanish-speaking students.
- ❖ Teachers have received training on the school's new online grading program, and are using AERIES for all grading.
- ❖ Teachers engage in learning opportunities outside the classroom to ensure that they remain current in their fields of study and to find new ways to connect students with the academic content.
- ❖ School-wide we are focusing on using an effective variety of instructional strategies that actively engage students and emphasize higher order thinking skills.
- ❖ Many teachers, including new teachers (thanks to the strong BTSA program), use an effective variety of assessment strategies to identify individual student needs, measure and monitor student progress, make curricular decisions, stimulate thinking and learning, and determine student grades.

- ❖ Teachers modify their teaching in multiple ways in order to help students achieve the essential skills, knowledge, and understanding of the academic standards and the ESLRs.
- ❖ RHS embraces the wide-spread use of a variety of assessment approaches that help all students be successful, e.g., Socratic seminars, Cornell note taking, group critique sessions, binder checks, portfolios and feedback from students in the form of oral or written critiques or reflections.
- ❖ Parents have a variety of different needs for information about student progress and resources available at RHS.
- ❖ Teachers in departments consistently work in teams, horizontally and vertically, to design, plan, implement, calibrate assessment, and analyze the effectiveness of the multiple approaches they use to assess student learning.
- ❖ Counselors, guidance assistants, administrators, and coordinators in AVID, Special Education, and ELD spend considerable time looking at student achievement data when determining students' schedules. They work hard to give students appropriately rigorous class schedules designed to help students reach their goals and also experience genuine academic success.
- ❖ Numerous teachers work closely with individual "at-risk" students, monitoring their progress and mentoring them formally and informally. These include counselors and guidance assistants, and teachers in special education, AVID, ELD, Study Skills, and remedial math.
- ❖ Substantive programmatic changes have occurred school wide to address the needs of low performing students, especially in Math, English, AVID, and Special Education.
- ❖ The departments continue to use data, research, and teamwork in implementing changes in curriculum, instruction, and assessment, horizontally and vertically. Particular effort has been directed to improving the achievement of all students, and most notably low-skilled, low achieving students.
- ❖ The Leadership Team uses data in making decisions about resource allocation and funding. RHS and district staff spend a lot of time identifying under-performing students and making changes that address their needs.

Areas for Growth:

- ❖ RHS needs to re-examine and evaluate our graduation requirements. This began taking place in November 2008.
- ❖ Teachers of common courses need to be more deliberate about standardizing assessment approaches and grading systems, so that students and parents have confidence that teachers of common courses have common expectations and students' grades reflect the same knowledge, skills, and understanding no matter which teacher they have.
- ❖ Teachers of common courses and departments need to continue discussing how to use assessment data to modify their teaching to increase achievement for each student.
- ❖ Time needs to continue to be provided for teachers to a) develop shared expectations about how student learning will be assessed, b) standardize grading systems, horizontally and vertically in departments, and across disciplines, c) clarify standards for excellent, good, fair, and poor student work for each course, in each department; and d) come to consensus about how to differentiate a standards-based curriculum.
- ❖ Teachers should collaborate across departments. For example, English and social studies teachers should compare rubrics for expository essays and calibrate teacher expectations for expository writing by examining student products at each grade level.
- ❖ It's important to use data to identify successful programs that close the achievement gap—and to analyze why those programs are successful so that successful factors can be replicated.
- ❖ A plan to measure and monitor student achievement of the ESLRs needs to be developed.
- ❖ Advisory needs to be reorganized so these programs support student achievement more effectively.
- ❖ There needs to be a multi-year professional development plan that incorporates research, design, implementation, data analysis, and reflection. There needs to be a systematic approach to improving curriculum, instructional strategies like EDI, and assessment approaches within each discipline to better meet the needs of our under-performing students.

- ❖ The Leadership Team needs to develop accountability measures to ensure that departments are making progress that improves achievement for each student.
- ❖ Decisions in terms of a) allocation of resources and, b) teacher assignments have not always been made with the achievement gap in mind. Programs such as AVID and class down-sizing are considered successful, and need continued funding.
- ❖ More work needs to be done to increase the number of underrepresented students meeting the UC/CSU a-g requirements.
- ❖ More interdepartmental collaboration and alignment across departments needs to occur.
- ❖ More articulation needs to occur with our elementary schools.
- ❖ We need to look at more data to assess how to make our honors and AP courses work successfully.

D: Assessment & Accountability

Evidence Examined

D.1 Assessment and Accountability

- 1.1 California Exit Exam
- 1.2 API Report
- 1.3 SARC Report and Annual Student Accountability Report Card
- 1.4 Principal's Newsletter
- 1.5 Site Council Meeting Notes
- 1.6 Local Newspaper
- 1.7 Back to School Night, SST Meetings, Progress Reports/Grades
- 1.8 Collaboration Meeting Notes
- 1.9 Naviance-Counseling Department

D.2 Assessment and Accountability

- 2.1 Frequent Ongoing Assessments (Benchmarks)
- 2.2 RHS Textbooks
- 2.3 Benchmark Assessments
- 2.4 Student Planner

D.3 Assessment and Accountability

- 3.1 Textbooks
- 3.2 Common Assessments
- 3.3 Department Chair Meetings
- 3.4 School Board Meeting Agendas and Notes
- 3.5 Counseling Information

D.4 Assessment and Accountability

- 4.1 Collaboration Schedule with Sample of Minutes
- 4.2 Consumer Documents
- 4.3 Data Works Lesson Plans and Grading Rubrics
- 4.4 Math Resources for Students, Push-In Model, Course Selection Guide 2008-2009,
AVID Information



Focus Group E: School Culture & Student Support

We will be competent. We will be flexible and sensitive to the needs and abilities of children. We will recognize and nurture the talents in each child. Our success will be measured by the degree that we help each child develop a positive self-image and a sense of well being. Our students will have:

- competence in basic skills.*
- social responsibility.*
- values and high standards of personal health and hygiene.*
- skills to participate in a democracy.*
- career information, economic principles and a work ethic to participate in a capitalistic system.*
- self-discipline, self-direction and appreciation for cause and effect relationships.*

Our school will be a haven for harmony, courtesy and self-worth.

-RHS Vision Statement

Mary Swier, Chair

Andy Hallsteinson, English

Peter Miedzinski, Math

Sara Swanson, P.E.

Raquel Ramirez, Spanish

Jill McPherson, Spanish

Debbie Leedy, Science

Paul Calkins, Social Studies

Jamie DeBruyn, Special Ed.

Terri Messick, Music

Sean Derrick, Business

Steve Rice, P.E.

Dave Seguiera, P.E.

Beatrice Murillo, Student

Roxanna Buck, Librarian

Susan De Branca, District Secretary/ Parent

E.1 School Culture and Support for Student Personal and Academic Growth

To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Parents are always welcome at RHS(1.1). They are encouraged to get involved in developing and providing opportunities for students to succeed at home and at school. The principal and faculty meet periodically with parents to discuss school problems and issues as evident by site council and “coffee with the principal.” Site council meets on a regular basis throughout each school year and consists of the principal, two teachers, three staff personnel, four parents, and two students (1.2). “Coffee with the principal” is an informal town hall meeting which is open to all parents and the community to discuss issues of concern and updates on issues relevant to the high school (1.2).

Parents have many opportunities to volunteer in both academic and non-academic areas. Examples include FFA and JROTC parent advisory groups and parent involvement in the site council committee (1.3). Also graduation activities (sober grad and senior breakfast) are provided to students by parent volunteer groups (1.4). Parents also have an opportunity to volunteer in the migrant education program in various ways. Many parents regularly chaperone field trips and other activities. Parents are very involved in the IEP and 504 processes.

RHS keeps parents informed about current events and issues in a variety of ways. The school sends home newsletters to parents at the beginning and end of the school year and on an as-needed basis throughout the year to communicate events, school policies, and school news (1.2). The district, high school, JROTC program, and various teachers have websites to enhance communication with parents (1.5). Campus marquee in front of school is updated weekly with activities to inform parents. The school has the “Bogen” system that notifies parents of student absences and is also available for mass communication to parents, when needed.

All staff at the high school has an email address. Parents have access to teacher email lists (1.2). Parents and teachers regularly communicate via email about the individual student’s needs and progress. The school has a specific progress and quarterly grading schedule. The high school is in their second year of a new attendance and grading program. In October 2008 it is planned that parents will have access to their student’s individual grade books for viewing via the internet.

Approximately half of the teachers live within the community and has a strong understanding of what the needs are in this community. The school takes advantage of resources in the community, such as tutoring services, fund-raising opportunities, scholarship opportunities, and recreation (soccer, basketball, etc.) (1.8). We utilize parent volunteers with their respective skills and backgrounds to support and supplement programs and classrooms where they can be of most benefit. Communication for non-English speaking students is achieved through campus bilingual aide and the migrant education program (1.9). We can access translators of various languages through the San Joaquin County Office of Education.

Administration, site council, and school programs (such as JROTC and FFA) utilize parents in advisory groups to help in academic and non-academic issues (1.3). The district administration along with the site administration have open-forum meetings with the community and parents (1.2). They are readily available for communication with other community agencies.

E.2 School Culture and Support for Student Personal and Academic Growth

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

The school environment actively promotes a learning environment that is safe, secure, clean and orderly and is conducive to learning. The campus is equipped with security cameras installed in summer 2007 (2.1). A security officer patrols the grounds during school hours (2.2). Every classroom has security and smoke alarms. An emergency response plan has been developed (2.3). Surveys of students and teachers agree that the classrooms are clean and orderly (2.4).

Drunk Driving Awareness is an ongoing effort to raise awareness about the issues facing people when they choose to drink and drive. Some activities to increase awareness include guest speakers, a drunk driving exhibit. Another way we strive to send a strong message to our students about alcohol is through Sober Graduation Night. This event draws many of our seniors who are awarded with prizes and fun (2.5).

Staff handbooks explain safety information in detail. Each classroom displays an evacuation route and procedures for the various drills. We run fire drills and other mock emergency drills to ensure that in the event of an actual emergency, our staff and students are prepared to respond in a timely and effective manner. In 2007, we realized our lock down program was flawed without window coverings. We procured the blinds and had them installed in summer 2008. In the event of a medical emergency, we use a phone line from the classroom to the office that allows us to obtain help. If necessary, paramedics, ambulance, and fire services are just a few blocks away; they respond promptly when summoned (2.6).

There are several strategies used to ensure that RHS is not only safe, but orderly. Visitors are expected to sign in and out of our campus and wear an identification badge (2.7). One full time campus security guard utilizes a cart for mobility and patrols the campus. Our administration maintains high visibility on campus. We have a School Resource Officer who works as a liaison between RHS and Ripon Police Department. This officer informally mentors students and assists the administration with discipline as well as preventative measures with students (2.8, 2.9). We have clear procedures for our campus.

Students are rewarded for their high level of responsibility and mutual trust. RHS has an open campus which allows students an aspect of personal freedom during school hours.

To ensure that students are attending classes, each teacher takes period attendance and submits it directly to the attendance office using AERIES (2.10), our student database. Students are held to a strict attendance and tardy policy. Students who fail to meet the attendance expectations are required to attend detention (2.11). If they fail to fulfill this obligation they are required to attend in-school suspension.

Our custodial staff works hard to maintain the cleanliness of our campus both inside the buildings as well as the outside grounds (2.11). Recycling is a growing focus on our campus. An increasing number of bins are available in classrooms to collect paper. Other bins are available for the recycling of cans (2.12, 2.13).

Collegiality is observable among all staff. Current educational practices are regularly reviewed and discussed. The addition of weekly collaboration time for teachers has allowed departments to regularly review and discuss a variety of items. Teachers are available whenever needed to cover other teachers' classes (2.14).

All staff are encouraged to try new approaches and are supported in their efforts to improve student learning. Every teacher submits an Individual Professional Development Plan every year to be reviewed and approved by administration (2.15). Respect and concern for others can be observed in every classroom. Several teachers offer units on respect and prejudice. ("Auschwitz: If You Cried, You Died") (2.16) All shareholders collaborate to identify and plan programs and processes to help students achieve the expected schoolwide learning results and the academic standards. Weekly collaboration time and department meetings allow for planning common lessons.

Accountability for student success is acknowledged and shared by all shareholders. Time and resources for these collaborative efforts are systematically planned for and provided. The weekly collaboration meetings provide time for this.

All shareholders share an energy and enthusiasm and are dedicated to improving student learning through accomplishing the school's vision and Single Plan for Achievement. The level of caring, concern and high expectations for students and staff involved with Ripon High School is exemplified on many levels throughout the school.

E.3 School Culture and Support for Student Personal and Academic Growth

To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

Ripon High School is committed to doing everything we can to support each student in achieving the academic standards and the ESLRs. The R.H.S. Schoolwide approach that is used by the counseling office to meet student's personal, career, and academic interests and goals is to meet with parents and students in the summer of the student's sophomore year. Topics discussed at this meeting are: Goals, occupational and

educational, Remediation, support and getting caught up with credits classes etc., Review, collegiate requirements or vocational education requirements. (3.1)

Naviance is a new Web and database driven program that allows students to save resumes, colleges applications, compare cost of living from college to college, and apply for financial aid and scholarships, and have direct private email correspondence with counselors. At the beginning of the year counselors visit all Freshman keyboarding classes, sophomore English classes, junior life skills, and senior English classes to set up students with personal accounts on Naviance. (3.2)

Besides Naviance students can visit the counseling office at lunch or after school to receive personal help with college applications or stress management. All English learners receive a rigorous curriculum to support their academic needs and classes. They receive intensive CAHSEE prep for graduation and intensive curriculum for reclassification. After an English language learner is reclassified, they are then tracked for two years to ensure maintenance of grades and success academically in the classroom. To ensure success they use state approved or adopted materials and also have the option of using bi-lingual textbooks readily available to them. The English learner program also provides a bi-lingual aide to not only help students, but their parents and families as well, when needed on campus. (3.3)

On campus there are a variety of options for students with special needs including, math tutoring and special education push-in program. The school site is supported by the district to meet the academic needs of students by providing current textbooks and materials to ensure student success. They also support staff development by providing the opportunity to attend conferences and workshops to gain better knowledge to bring to the classroom to help meet the needs of every child in their classroom. (3.4)

Teachers and staff know the students as individuals and provide support and guidance. The staff has a general understanding of alternatives for student support. There is a formal process for identifying and finding solutions to student personal, academic, and behavior problems and making referrals for further assistance. Several students are identified for SST's, 504's, and IEP's as well as referred to psychological and health services. (3.5-6)

The diverse student populations participate in a wide variety of school sponsored activities. They are all designed to maximize opportunities for success. Leadership, JROTC, cheerleading, all sports, band, choir, renaissance, link crew, block R, Estudiantes Unidos, CSF, FCA, ACADEC, and AVID, are apart of or support the academic foundation put forth by RHS. (3.7)

E.4 School Culture and Support for Student Personal and Academic Growth

To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

Ripon High School offers a wide variety of activities and opportunities, both through classes, extracurricular groups, and sports to ensure that students are successful at and connected to the school.

Students with special needs and interests may enroll in: AVID (4.14), FFA(4.5), FHA (4.6), Journalism(4.10), Business Management, Business Publications(4.12), AP, ROP (4.19), Peer Helping (4.11), Performing Arts(4.20), Leadership, Academic Decathlon, JROTC(4.18), Resource and SDC classes (4.4). These classes involve students in school and community activities; provide a support system, both socially and academically; and allow students to explore their interests through hands-on experiences. For example: the Performing Arts program allows students to showcase their talents in drama, band, and choir at performances that are open to the community; the career fair allows students to explore different careers in our community (4.16); FFA students attend competitions in small engines, parli-pro, and show animals at the San Joaquin County Fair and the State Fair; and JROTC competes at camps with students from schools statewide, marches in parades, participates in Toys for Tots, and serves as colorguard at many community events. To involve students in the broader community, they are required to complete community service in their Life Skills, JROTC and Leadership classes (4.1).

Extracurricular activities that student may choose to participate in include: Block R, Girls League, CSF (4.17), Renaissance (4.13), Estudiantes Unidos (4.2), Sacred Heart Club (4.7), FCA (4.8) and Link Crew. These clubs reach a wide variety of students who have interests in academics, religion, sports, hispanic culture and social networking. Throughout the year there are both on and off campus activities sponsored by these groups that include: an ice cream social for incoming freshmen, the Principal's Lip Synch to earn scholarships, pizza lunches, and field trips to universities.

There are also athletic programs for basketball, football (b), soccer, volleyball(g), golf, cross country, wrestling, tennis, baseball (b), softball (g), swimming, cheerleading (4.9), and track and field (4.3). To participate in athletics student must be academically eligible by maintaining minimum of a 2.0 GPA and not failing any class. Through the athletic program students feel pride and a connection to their school, while having the opportunity to compete and represent Ripon High School and develop a sense of fairplay and good sportsmanship (4.3).

Areas of Strength:

- ❖ We are fortunate to have a comprehensive guidance and counseling program committed to help each student have a successful high school experience.
- ❖ We have established strong partnerships with a number of community organizations and individuals.
- ❖ We are committed to reaching out to the Latino community through Estudiantes Unidos.

- ❖ We have just launched a College/Career Resource Center which provides a myriad of information and programs.
- ❖ We are committed to updating emergency procedures and providing training and practice for students and staff two-three times each year.
- ❖ Each year, the administration reviews and revises our comprehensive Staff Handbooks outlining emergency procedures.
- ❖ There is a staff presence at brunch, lunch, and at activities to help maintain campus safety.
- ❖ We have a vice-principal and campus security who are committed to maintaining a high profile, creating positive student relationships, and maintaining campus safety.
- ❖ We continue to foster positive working relationships with the Ripon Police Department and Fire Department.
- ❖ We have implemented and continued to modify Advisory to support student success.
- ❖ Our BTSA process supports good teaching and allows veteran teachers to work collaboratively with colleagues in developing their own professional development plan.
- ❖ The breadth and number of clubs that help to promote diversity and tolerance on the campus.
- ❖ Our comprehensive and personalized guidance and academic counseling program is designed to meet the academic need of each student.
- ❖ In addition to academics, we offer comprehensive extra-curricular and co-curricular programs.
- ❖ We have implemented AERIES gradebook and provided training for all teachers so that we have consistency school-wide.
- ❖ We conduct ongoing staff training regarding gang intervention and identification.

Areas for Growth:

- ❖ We need to continue to further promote our school-wide efforts focusing on respect.
- ❖ We need to develop and implement plans, and expand options for underperforming students who are currently not being successful in achieving the academic standards or the ESLRs.
- ❖ We need to address the ELD students who are not performing well on standardized tests. Address the difficulties with these students in mainstream English. We need SEDAI strategies and EDI strategies used with more frequency.
- ❖ Students are not being served, tracked, or tested properly. Our aid is covering elementary issues, and students aren't getting reclassified in elementary schools. We question why they are not reclassified earlier. Such a smaller number, can't we assist them with a special program.
- ❖ Need to focus on making greater parental/school connections.
- ❖ Technology: parental access, wider variety of trails of accessibility.
 - Direct communication: Outside lines in classrooms.
 - Bandwith: Larger pipeline, wireless. Currently the Bandwith is limiting what we are able to do with technology in our teaching.
 - LCD projectors—replace the old, and add new ones into the classrooms. Mr. Derek offers instruction.
 - Website for the school: we are embarrassed by our website. Mr. Derek has a prototype, District supportive of this action.
 - Consider a Webdesign II class which will be a select, talented and trusted group of students who would assist staff with this.
 - Update computers for staff, we are frustrated, limited by the old technology.
 - We need a Computer Lab—one that teachers can teach full sections of students in without disrupting classes.
 - We need a lab tech for Ripon Unified School District only. Having a tech aid every other Friday is unacceptable and hindering our work.

E: School Culture and Support for Student Personal and Student Support

Evidence Examined

E.1 School Culture and Support for Student Personal and Academic Growth

- 1.1 Site Council Membership, Meeting Schedule
- 1.2 RHS Newsletter Dates and Coffee with Principal Dates, RHS NewsFlash
- 1.3 JROTC Website, Agriculture Department Meeting Minutes, Agriculture Advisory Committee Notes, Agriculture Volunteer and Donors
- 1.4 Ripon Sober Grad
- 1.5 RHS Website, JROTC Website, Teacher Websites, RHS Alumni Website
- 1.6 Staff Email and Phone List
- 1.7 1.7 Progress Report and Report Card Distribution Dates
- 1.8 Tutoring Locations
- 1.9 Migrant Education Mission Statement
- 1.10 Responses from Department

E.2 School Culture and Support for Student Personal and Academic Growth

- 2.1 Security Cameras
- 2.2 Campus Supervisor Staff Profile
- 2.3 RHS Emergency Plan
- 2.4 WASC Community Profile Guide
- 2.5 Ripon Sober Grad Letter
- 2.6 RHS New Teacher Handbook, Fire map
- 2.7 Visitor Pass, Visitor Log
- 2.8 Campus Security Guard
- 2.9 Law Enforcement on Campus
- 2.10 Aeries
- 2.11 Tardy Policy
- 2.12 Cleaning Shifts
- 2.13 Recycling Program
- 2.14 Collaboration Meetings: Agenda, Notes, Sign ins
- 2.15 Individual Professional Development Plan
- 2.16 Auschwitz: If you cried, you died

E.3 School Culture and Support for Student Personal and Academic Growth

- 3.1 Course Request Sheets
- 3.2 Workspace Connection Usage
- 3.3 RHS ELAC Meeting Notes, Forms in Spanish, CAHSEE Prep Lessons
- 3.4 Special Needs Student Information, Selection and Evaluation of Materials RUSD,
Lists of adopted Curriculum, Professional Development Opportunities at RHS,
Staff Development Activities
- 3.5-3.6 504 Materials, Lindberg Alternative Education Data, Summer School Data
- 3.7 RHS Clubs, Organizations, Sports, AVID

E.4 School Culture and Support for Student Personal and Academic Growth

- 4.1 RHS Clubs, Organizations, Sports,
- 4.2 Estudiantes Unidos
- 4.3 Sports Rosters
- 4.4 RSP
- 4.5 FFA
- 4.6 FHA Hero
- 4.7 Sacred Heart
- 4.8 FCA
- 4.9 Cheer
- 4.10 Journalism
- 4.11 Peer Helping
- 4.12 Yearbook
- 4.13 Renaissance
- 4.14 AVID
- 4.16 Career Day
- 4.17 CSF
- 4.18 JROTC
- 4.19 ROP Law Enforcement. CSF, College and Career Center, Library
- 4.20 Concert Band
- 4.21 Community Service

EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLR's)

All Students Graduating From Ripon High School Are Expected To Be:

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 who:

- understand the rights and responsibilities of citizenship
- respect individual differences
- participate in community service

EFFECTIVE COMMUNICATORS who:

- successfully exchange and interpret ideas through oral and written language
- work well as a team member

Critical Academic Needs

The *Expected Schoolwide Learning Results (ESLRs)* continue to represent our larger, holistic vision of student learning and character development. The ESLRs are arranged in three interdependent categories: personal, interpersonal, and community. At the personal level of development, the focus is on ways to improve each student's personal learning skills by helping him/her to become a knowledgeable and self-sufficient individual capable of drawing independent conclusions. At the interpersonal level of development, the focus is on ways to assist the learner to shift from the personal to the interpersonal. In this stage the student looks beyond him/herself to become an effective communicator, capable of working collaboratively with others. Ultimately the goal is to assist the learner to see his/her responsibility to contribute to the larger whole (i.e., to the community and ultimately to the world), and to encourage him/her to participate in the events that shape the community.

Over the last few years, the entire staff has had opportunities to reflect on our RHS Vision Statement and the Expected School-wide Learning Results in light of student achievement data and our changing demographics. The Vision creates a culture that guides us in our purposes. The ESLRs represent our larger, holistic view of student learning and character development, some of which may not be evident until after students leave high school. We strive to create student products, teacher lessons, and a school climate which fosters the growth of our ESLR goals. We keep posters of the ESLRs in each classroom, and keep our goals in alignment with these objectives. New teachers are instructed in the ESLRs, and directed in ways they can meet these school-wide goals. In these ways, we reaffirm our commitment to increased student academic success.

Implications of the Data with Respect to Student Performance

1. High percentages of RHS students are successful academically, exceeding state averages. They pass the CAHSEE, meet graduation requirements, most complete A-G requirements, do well on college entrance exams, and take honors and AP courses. The majority of our students have clear post-secondary plans.
2. RHS has sustained numbers of Latino, SED, ELL students, and increasing Students with Disabilities--most of whom are *not* meeting the growth targets set by the state on standardized tests. These students need our immediate attention.
3. At RHS, students struggle to demonstrate proficiency on the CSTs in several math and science courses. This impacts our API. Students' difficulties in math and science are reflected in the percentage of Ds and Fs they earn in those classes, which also has implications for the A-G completion rate.

Academic Critical Needs (and Correlated ESLRs)

In March 2008, the Leadership Team began discussing critical academic issues necessary for increased student success. At that time, they agreed it was important to focus on ways to increase students' math skills, test-taking and study skills. These decisions support our expectations at RHS that all students become *Academic Achievers*.

In October 2008, the discussion about critical academic needs shifted somewhat, when Focus Groups voiced their critical areas of need, and parent and student surveys conveyed concerns with academic rigor and certain departments at RHS. Their concerns, and the desire that we hold to implement new, more effective teaching strategies at RHS, led to a decision that staff need to work more closely together to ensure that students in similar courses have common learning experiences (Explicit Direct Instruction) and that departments need to continue to align their expectations for students horizontally.

On October 17th 2008, an intensive meeting was held to identify our most critical areas of need. Each focus group discussed their findings, and other faculty members shared struggles which existed for sub-groups at RHS. After lengthy discussions in Focus Groups on how to best meet the needs of each student, the majority of staff members concluded that training and implementation of Explicit Direct Instruction (EDI) will have the greatest impact on achievement.

In our school-wide discussions, it became increasingly clear that several key changes would help our good school become a great school. The changes we agreed upon reflect key conclusions from each focus group:

Key Conclusions

1. RHS needs to create a three-tiered philosophy starting with a Vision Statement that drives our Mission Statement and ESLR's; The ESLR's will then support our school's purpose more effectively when they are connected to our mission and vision. RHS needs to make a greater effort to use ESLR's to drive the curriculum. Curriculum should be aligned not only to the standards, but also to the ESLR's, and should receive greater exposure to the achievement of the RHS ESLR's. (Focus Group A) (All ESLRs)

2. RHS needs to increase access and modernization of technology for education. Teachers need to be given opportunities to improve their technological skills. The school based Web site needs to be improved to increase the communication between all stakeholders. RHS needs to optimize use of Aeries to increase parent and instructor communication, ie grades, attendance, discipline, etc. (Focus Group A, B, C, D, E) (All ESLRs)

3. Ripon High School needs to devote staff inservice days and collaboration time to address specific staff needs including: EDI training and practice, data review within departments, collaboration within departments for common finals and benchmark assessments, instructional strategies/implementation for Cornell notes, SDAIE, etc, technology training/presentations. (Focus Group A, B, D, E) (All ESLRs)

4. RHS needs to ensure that all students will develop an education and career plan. RHS needs to improve A-G selections and availability. RHS needs to provide alternative educational options for at risk students. (Focus Group B, C) (All ESLRs)

In October and November 2008, the staff formed Action Group teams to reframe our critical academic needs in terms of specific, measurable goals that incorporated our school-wide discussions.

Critical Academic Needs

Critical Academic Need # 1

RHS needs to create a three-tiered philosophy starting with a Vision Statement that drives our Mission Statement and ESLR's; The ESLR's will then support our school's purpose more effectively when they are connected to our mission and vision

Evidence to support Critical Academic Need #1

- Only 48% of parents agree that RHS has a clear philosophy, vision and purpose.
- Only 66% of teachers agree that RHS has a clear philosophy, vision and purpose.
- Only 27% of parents agree that RHS utilizes effective marketing strategies.
- Only 11% of teachers agree that RHS utilizes effective marketing strategies.
- Although 85% of teachers reported regularly assigning coursework aligned with the ESLR's, it was difficult to locate evidence that clearly correlated student work with the achievement of the ESLR's. We found that we need to make a greater effort to link student learning and achievement to the ESLR's.
- A significant percentage of staff and faculty were uncertain about what our vision statement was.

Critical Academic Need #2

RHS needs to increase access and modernization of technology for education. Teachers need to be given opportunities to improve their technological skills. The school based Web site needs to be improved to increase the communication between all stakeholders. RHS needs to optimize use of Aeries to increase parent and instructor communication, ie grades, attendance, discipline, etc.

Evidence to support Critical Academic Need #2

Staff and Parent surveys voiced the need for integrating technology as a priority at RHS.

- Even though teachers agreed 94% of the time that RHS communicates individual progress effectively to parents and students,
- Only 40% of parents agreed that RHS provides adequate school communication.
- Only 47% of parents agreed that RHS utilizes technology in learning.
- Only 77% of students felt they were being prepared to utilize technology.

Critical Academic Need #3

Ripon High School needs to devote staff inservice days and collaboration time to address specific staff needs including: EDI training and practice, data review within departments, collaboration within departments for common finals and benchmark assessments, instructional strategies/implementation for Cornell notes, SDAIE, etc, technology training/presentations.

Evidence to support Critical Academic Need #3

As an educational community, we are unsatisfied with the performance of our students on state tests. We feel the most effective way to improve student performance is to improve teaching.

- Only 24% of teachers agreed that teachers are offered opportunities for professional development,
- Even though 83% of teachers agreed that professional development opportunities improve their teaching and their students' learning.
- Only 53% of parents agreed that teachers at RHS motivate students to learn.
- When students were asked what could be improved at RHS, their top response was to improve the teachers.

Critical Academic Need # 4

RHS needs to ensure that all students will develop an education and career plan. RHS needs to improve A-G selections and availability. RHS needs to provide alternative educational options for at risk students. Increase the percentage of students who satisfactorily meet a-g requirements, including each subcategory of under-represented students.

Evidence to support Critical Academic Need #4

A significant percentage of RHS students do not meet a-g requirements: 56% expected in the Class of 2009, 70% in the Class of 2008, and 74% in the Class of 2007. As a community, we feel we should have higher percentages than this.

- Only 77% of parents agreed that they know which classes their students need to graduate.
- Only 75% of parents reported that they know what classes their students need for college.
- 25% of teachers disagreed with the statement that students know what classes they need to get into college.

- Only 45% of students reported being aware of the career and college center in the library.

Chapter 5: Comprehensive Schoolwide Action Plan

School Wide Action Plan #1: Integration of Technology

Area of Improvement: Increase access and modernization of technology for education. Refine and implement a plan to improve technology literacy of students and teachers through increased integration of technology across the curriculum to improve student achievement.

Rationale: To create a collaborative approach to maximize the usage of available technology resources we need to provide staff and students with access and training to improve standards based curriculum and instructional practices.

ESLRs Addressed: Academic Achievers, Community Contributors, Effective Communicators

Growth Target: To improve technology integration across the curriculum in order to improve communication between all facets of the school community, to enhance instruction, learning and classroom management techniques.

Action Plan:

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

Schoolwide Action Plan #1

| TASK | RESPONSIBLE PERSON(S) | NEEDED RESOURCES | MEANS TO IMPROVE | GROWTH TARGETS | METHODS TO ASSESS PROGRESS | METHODS TO REPORT PROGRESS |
|-------------|---|--|--|--|---|--|
| 1 | Principal & Faculty Staff | Collaborative time, information on technology courses/training and conferences | Technological skills. Increase opportunities to demonstrate technical expertise. | Increased use of instructional technology. | Staff development agendas and evaluations Training hand-outs and materials | Lesson plans, projects, portfolios, professional development |
| 2 | RHS Administrators, Staff, and Stakeholders | Scheduled time | Expand current Web site to meet the needs of all stakeholders. | Continuous updating of Web site | Webpage Webpage survey | Use of Web counter to measure increased use. |
| 3 | RHS Administrators, Staff, and Stakeholders | Access to school Web site | Increase awareness of Aeries access | Increased parental awareness of student progress | Survey Training notes Meeting agendas Aeries monitoring | Use of Web counter to measure increased use. |

School Wide Action Plan # 2: Explicit Direct Instruction

Area of Improvement: Ripon High School will devote staff in-service days and collaboration time to implement EDI training and other instructional strategies.

Rationale: As indicated by assessment data, the school recognizes the need to improve student achievement and provide teachers with opportunities to improve and share more effective teaching strategies to accomplish this goal.

ESLRs Addressed: Academic Achievers, Community Contributors, Effective Communicators

Growth Target: Improve student achievement by raising test scores, increase learner accountability, and instructional consistency.

Action Plan: We will to develop a master plan for collaboration time to address each of the following:

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.

Schoolwide Action Plan #2

| TASK | RESPONSIBLE PERSON(S) | NEEDED RESOURCES | MEANS TO IMPROVE | GROWTH TARGETS | TIMELINE | METHODS TO ASSESS PROGRESS | METHODS TO REPORT PROGRESS |
|-------------|---|--|-------------------------|--|--|---|--|
| 1 | Teachers and administrators | Physical materials (white boards, markers, key tags, etc.), retraining of staff until all are knowledgeable | EDI training | Increased use of EDI strategies. | On going | Staff handouts and meeting notes Certification of staff | Website, school newsletter, reports to district office, sharing at faculty meetings |
| 2 | Department chairs (to lead discussions), department members (to contribute to discussions), administrators (to provide relevant data) | Most recent data on test scores and other assessments, curriculum calendars by department, copies of relevant benchmarks and other assessments, scheduled time | Data review | Continuous review of student performance data. | At least twice a year, once in first quarter and once at the beginning of the fourth quarter, to change/develop curriculum based on most recent data | Minutes taken and turned in to principal, department Targeted strategies based on data, test scores | Department chair reports findings to principal, reports to district office, sharing at faculty and department meetings |

| | | | | | | | |
|----|-----------------------------|---|--|-------------------------------|--|--|---|
| 3 | Department chairs, teachers | Subject matter (state) standards, standards-based textbooks, curriculum aligned to textbooks and standards | Collaboration within departments for common finals/benchmark assessments | Alignment within departments. | Ongoing (begun already, and improvement is constantly occurring) | Common final scores, frequent ongoing assessments, benchmark activities, data analysis | Department meetings, computer analysis, API scores (schoolwide and by teacher/subject area) |
| 4. | Teachers, administrators | Trained staff, inservice days, handouts of strategies, AVID program, sample lessons/activities, common finals | Increased instructional strategies/implementation for Cornell notes, SDAIE, etc. | | Beginning in fall 2009 and ongoing | Teacher evaluations, training logs, sample lessons activities | SARC, collaboration meetings, faculty meetings, board meetings/reports, school website |

School Wide Action Plan # 3: Improving Student Education Plans

Area of Improvement: There is a need to increase student access, and understanding of the importance and value of completing A-G courses. By increasing the range of courses which meet A-G requirements, and providing information to students, we will improve the number of RHS students who graduate with A-G requirements complete.

Rationale: Informed student communities and increased course options, will result in an expanded number of students graduating with A-G requirements in place. Increased options for at risk students will result in an increased number of students graduating with a diploma.

ESLRs Addressed: Academic Achievers, Community Contributors, Effective Communicators

Growth Target: To improve communication with students about course selections, course paths, and career options. To improve the number of A-G courses available. To increase the number of at risk students who take advantage of educational options.

Action Plan:

1. Ensure that all students will develop an education and career plan.
2. Improve A-G selections and availability.
3. To provide alternative educational options for at risk students.

Schoolwide Action Plan #3

| TASK | RESPONSIBLE PERSON(S) | NEEDED RESOURCES | MEANS TO IMPROVE | GROWTH TARGETS | METHODS TO ASSESS PROGRESS | METHODS TO REPORT PROGRESS |
|-------------|--|--|--|-----------------------|--|---|
| 1 | Counselors Teachers Students | Naviance Classroom Library Career Center | Ensure that all students will develop an education and career plan | Fall 2008 Ongoing | Data collection and analysis Tracking Student surveys | Faculty meetings Website Newsletter |
| 2 | Counselors Teachers Administration Students | Course selection guide UC doorway website Course curriculum outline Application forms | Improve A-G selections and availability | Fall 2009 Ongoing | Statistics of students taking A-G requirements Statistics of students applying to college Course catalogue | Course selection guide Website Newsletter Board meetings |
| 3 | District Administration | Facility Instructors Application process Interview process Graduation evaluation Transcript | To provide alternative educational options for at risk students | Fall 2009 Ongoing | Diploma achievement data Student surveys Alternative education materials | Board meetings Instructor |

School Wide Action Plan #4: Develop and Marketing of Vision Statement

Area of Improvement: There is a need to increase student, community and staff unity around a common Vision Statement that drives our Mission Statement and ESLR's. There is also a need to publicize this statement to the community, and all stakeholders.

Rationale: We found that RHS was lacking a clear Vision Statement. We want community members and stakeholders to be clear about the goal, and mission of RHS.

ESLRs Addressed: Academic Achievers, Community Contributors, Effective Communicators

Growth Target: To create a Vision Statement which reflects the goals, and hopes of all stakeholders. To improve communication with the community about the Vision of RHS.

Action Plan: To create a three-tiered philosophy starting with a Vision Statement that drives our Mission Statement and ESLR's; The ESLR's will then support our school's purpose more effectively when they are connected to our mission and vision.

1. Meet with stakeholders.
2. Revise Vision statement.
3. Market vision statement.

Schoolwide Action Plan #4

| TASK | RESPONSIBLE PERSON(S) | NEEDED RESOURCES | MEANS TO IMPROVE | GROWTH TARGETS | METHODS TO ASSESS PROGRESS | METHODS TO REPORT PROGRESS |
|-------------|---|--------------------------------|--|------------------------|---|--|
| 1 | Teachers Administrators Site Council Trustees Parents | Time Collaboration | Solicit information from all stakeholders. | Winter 2009 Ongoing | Minutes from stakeholder meetings | Draft of the vision statement Meeting minutes |
| 2 | Teachers Administrators Site Council Trustees Parent | Time Collaboration | Develop and revise vision statement Vote from all stakeholders to ratify the vision statement. | Winter 2009 Ongoing | Minutes from stakeholder meetings Vision statement | Draft of the vision statement Meeting minutes |
| 3 | Teachers Administrators Site Council Trustees Parents | Time Collaboration Funds | Develop and implement a marketing campaign which disperses our mission statement throughout all aspects of RHS life. | Winter 2011 | Community surveys Marketing plans Purchase Orders Press Release Meeting Notes | Staff meeting Published results Site meeting |

Appendices