



## River Valley High

801 El Margarita Rd.  
Yuba City, CA 95993

Plan Period: 7/1/2013 - 6/30/2014

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## **EXECUTIVE SUMMARY**

### **About This School**

An Executive Summary of the school containing the Mission Statement, summary of school site demographics and unique characteristics as well as highlights of the school site's unique academic characteristics and accomplishments.

### **Areas of Analysis**

This section provides a summary of key indicators of student achievement including an analysis of student performance data, instructional programs, curriculum, and staff development.

#### **Analyze Student Performance**

#### **Analyze Educational Practices**

#### **Analyze Instructional Programs**

### **Education Improvement Goals**

School goals are based upon an analysis and synthesis of verifiable state data, local measures of student achievement, and the effectiveness of current instructional programs, curriculum, and staff development.

#### **English Language Development**

##### **Increase EL Student Literacy**

#### **English Language Arts**

##### **Increase Student Literacy**

#### **Mathematics**

##### **Increase percentage of students proficient in Mathematics**

#### **Other**

##### **Freshman Success / Transitioning to High School**

#### **Professional Development**

##### **Instructional Effectiveness**

### **Plan Budget**

### **Committees**

### **Approvals and Assurances**



## ABOUT THIS SCHOOL

River Valley High School is located in an expanding portion of Yuba City and is the newest high school in the Yuba City Unified School District. Established in 2005, River Valley High is a 9-12 comprehensive school that held its first graduation in May of 2008 with approximately 250 graduating students. The school was built in response to community growth in part due to an affordable housing market next to a large metropolitan area (Sacramento). In recent years growth in the community has waned as a result of the nationwide real estate slow-down, however, the local school population has remained constant. In November of 2009, we had our first WASC visit and we received a three year accreditation.

The demographics of River Valley High demonstrate a growing level of diversity in the community. The student population is comprised of 37 % White, 24% Hispanic, 24 % Asian, 3% African-American, 1% Filipino, .1% Pacific Islander, and 9.9% of individuals providing multiple or no responses. Additionally, 54% of the students at RVHS are Economically Disadvantaged and 10% are English Language Learners.

The school day at RVHS is structured utilizing a 4x4 block schedule, which allows for substantial periods of time to be dedicated to learning and instruction and less time on routine tasks such as taking roll. Four classes are held each day that are 1.5 hours in length and divided over two terms each school year (fall and spring terms). At the end of each term, students change both classes and teachers, much like college courses. The 4x4 block schedule affords a great number of options for students, as they are provided an opportunity to take more courses during their four-year high school career than under the traditionally structured six-period school day. This allows students to advance their studies during their high school career and provides more opportunities for all students to explore a multitude of career pathways and or options for college. Additionally, teachers average 90 student contacts per school day rather than the normal 150, allowing a more personal teaching and learning experience for students and staff.

In June of 2010, the Governing Board revised the number of credits required to graduate from River Valley High School to be in alignment with a comparable expectation at Yuba City High School which is on a traditional six-period day. RVHS students are required to have 280 credits upon graduation. To factor students already enrolled at RV, the credit requirements were introduced with the gradual increase as follows:

Class of 2011: 220 credits

Class of 2012: 220 credits

Class of 2013: 240 credits

Class of 2014: 280 credits

River Valley High School offers the opportunity for all students to be involved in some activity of their choosing. RVHS provides a variety of campus clubs and activities, as well as sports in the Tri County Conference, Link Crew for transitioning freshmen, and opportunities for student leadership. Additionally, RVHS students have been accepted to a number of major universities and colleges, and the school community is especially proud of the many accomplishments of our graduating classes.



## **AREAS OF ANALYSIS**

### **Analyze Student Performance**

#### **Student Performance**

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## Analyze Educational Practices

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### **Educational Practices**

#### **Alignment of curriculum, instruction and materials to content and performance standards**

Significant work was done this year in completing common assessments in each content area for courses taught within those content areas. In addition, benchmark assessments were implemented to accompany the pacing guides used to ensure that the pace of the curriculum covers the standards for each particular course taught.

#### **Availability of standards-based instructional materials appropriate to all student groups**

Standards-based instructional materials appropriate to all student groups were available and utilized during the school year as applicable. All courses utilize standards based instructional materials.

#### **Alignment of staff development to standards, assessed student performance and professional needs**

Staff development continues to revolve around student performance related needs. We continue to work toward building standard educational practice in each classroom for each student. The delivery and method(s) of instruction being used during the 4x4 block continues to be a focus and need in terms of staff development. Minimum days are used to examine student work and refine instructional strategies, assessment tools, and materials used for classroom instruction.

#### **Services provided by the regular program to enable under-performing students to meet standard**

Services provided by categorical programs target students in areas such as: after school tutoring, the reteaching of material in content areas, walk in tutoring at lunch, after school, at breaks, and before school. There is a need for teachers in our regular programs to "own" students that come from under-performing programs such as special education and ELD. Continued work in this area will occur and a focus will remain on providing staff opportunities to learn the best instructional strategies to address the needs of all learners.

#### **Services provided by categorical funds to enable under-performing students to meet standards**

Services provided by categorical funds to enable under-performing students to meet standards include after school tutoring, supplemental materials provided to teachers, staff training/workshops, conferences, staff institutes, and work in departments to further develop curriculum to target student needs.

#### **Use of the state and local assessments to modify instruction and improve student achievement**

State and local assessments were reviewed with staff. More than this, however, is the need to provide data to assess student performance during the school year. This is why we implemented benchmarks and common assessments. Our "next steps" include continued Illuminate training, the implementation of additional common assessments in each department and continue our work with looking at student data several times during the school year. Progress is being made toward the goal of using in house data to review progress during the course of the school year in order to modify instruction and reteach when necessary.

#### **Number and percentage of teachers in academic areas experiencing low student performance**

Student performance concerns in terms of issues such as percentage of students with D's and F's are problematic and are in need of improvement. However, a systemic problem that has not been addressed for some time and will need to remain central to our focus in order to establish necessary gains over time. There are a number of teachers who, the records show, have students receiving D or F grades. We began work this year toward looking at why this is so and what

we, as a staff, can do to address this issue. A WASC action plan (that addresses this issue) is in place at RVHS with content area leaders on board and working with their departments to initiate improvements with some gains being made toward the goal this year!



## **Family, school, district and community resources available to assist these students**

Currently, RVHS offers an after school tutoring program with trained student tutors four days per week. Students may drop in and receive assistance at any time in any subject. Additionally, teachers are available before school, after school and some during the school day to provide assistance to students. Moreover, we offer after school tutoring for CAHSEE non-passers as well. Programs such as AVID and Link Crew assist in serving a wide range of student needs as well. RVHS offers one Open House event each term and parent involvement during this time is strong. Our focus is to open the door of communication and build relationships early and provide the forum to ask questions to pave the way for

assistance, if the need arises, later on during each term.

## **School, district and community barriers to improvements in student achievement**

During the 2009-2010 school year, we received our first accreditation from WASC (Western Association of Schools and Colleges). One of the recommendations was to change the graduation credit requirement to 280 from 220. Our school board has developed the policy. This change improved the D & F rate significantly because students will have to be more motivated to pass their classes. Even with the improvement, there is still much work to do in this area.

## **Limitations of the current program to enable under performing student to meet standards**

Our current program has some limitations that are obstacles to enabling under performing students to fully meet the standards. First, we need to finalize the last bit of calibration, illuminate training and common assessments needed to work on professional learning communities related to student performance gains / losses during the school year. This is necessary in order to disaggregate the data so that we may look at what we are doing to see where the holes are in our program and identify what we are doing well. Second, we need to continue our staff development to support teachers in the "best practices" for teaching students on the 4x4 block schedule. Third, we need to continue staff development for the great number of new teachers that are in need of the "best practices" in education to best serve the ELD student to the Special Education student to everyone in between. Finally we need to continue to develop a culture of success in all areas of our academic program.



**Analyze Instructional Programs**

**Instructional Programs**

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## SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

### English Language Development

#### **Increase EL Student Literacy**

RVHS will promote intensive academic achievement for all students through the offering of a variety of opportunities to better assist all ELD students while they are enrolled in ELD. The students will be scheduled in core classes along with their ELD class (depending on their level of English proficiency). With this, the students will have the support of a teacher's assistant that will be assigned to a specific core class. In addition, the ELD department will continue to address, revise, and improve assessments and pacing guides to correlate with the common core standards. This will prepare the students in achieving success when exiting the ELD program and entering the mainstream courses.

### English Language Arts

#### **Increase Student Literacy**

Increase ELA scores on the AYP measures to 88.9% proficient or above schoolwide. Target the ELL subpopulation and Students with Disabilities subpopulation to increase proficiency to minimally meet the targets set forth under NCLB for 2013-2014. Teachers will focus on improving student literacy skills for all students and standards based instruction per newly adopted California Common Core Standards

Utilizing District adopted materials & content standards, English as well as other content areas will focus on revising pacing guides, updating benchmarks as well as common assessments. illuminate will be utilized to assess student progress toward content standards and cycles of inquiry to evaluate trends in student performance data.

Explore structured intervention plans such as Freshmen Enrichment, Measuring Up, and others to begin with implementation for the 2013-2014 school year.

### Mathematics

#### **Increase percentage of students proficient in Mathematics**

Continue to increase scores in the Students with Disabilities subpopulation to meet the annually defined AYP growth target. Increase math scores to 88.7% proficient or above schoolwide.



## Other

### **Freshman Success / Transitioning to High School**

Create and promote a culture of high academic achievement, student success, parental involvement, school connectedness and positive school climate. An emphasis will be placed on the pursuit of higher education as well as the exploration of career pathways. Programs such as AVID and Link Crew will be utilized to support this goal. A particular emphasis will be placed on freshmen transitioning to RVHS as well as our attempts to motivate students to succeed through familiarizing them with our school, connecting them to upperclassmen, clubs, sports and placing a focus on academic achievement. Cross-age student mentors and tutors will be utilized to assist in supporting student transition and success at the high school level.

## Professional Development

### **Instructional Effectiveness**

Provide staff development that promotes effective instructional strategies which are especially effective on the 4x4 block schedule. A focus will be on practices which increase degree of student engagement, participation in lessons and movement within the classroom. Encourage students to take rigorous academic courses with an emphasis being placed on strategies which will assist populations who are performing below their academic growth or proficiency targets.



## PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

### English Language Development

#### Goal: Increase EL Student Literacy

##### ISSUE STATEMENT

At River Valley High School, the ELD program strives for individual student success. RVHS is a school with a fair number of English Language Learners (ELLs) totaling six percent of the total student population. Our ELD program ensures that each student receives the appropriate service depending on his or her individual need. A concern is not providing our ELD students access to the core classes which will result in a shortage of credits and failing to receive a high school diploma. With language being the barrier, we will continue to look for ways on how this group of students receives the necessary support to be successful.

##### GOAL OBJECTIVE

RVHS will promote intensive academic achievement for all students through the offering of a variety of opportunities to better assist all ELD students while they are enrolled in ELD. The students will be scheduled in core classes along with their ELD class (depending on their level of English proficiency). With this, the students will have the support of a teacher's assistant that will be assigned to a specific core class. In addition, the ELD department will continue to address, revise, and improve assessments and pacing guides to correlate with the common core standards. This will prepare the students in achieving success when exiting the ELD program and entering the mainstream courses.

##### STUDENT GROUPS PARTICIPATING IN THIS GOAL

English Language Learners (ELLs)

##### PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

- Students will improve by 1 or more CELDT level(s) each school year.
- Students will receive access to core classes, A-G, etc.
- Students will pass the CAHSEE with the goal of scoring proficient or advanced.



## **MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL**

-Utilize the expertise of our staff and administration in order to guide staff with the continued development of effective ELD program design, implementation, staff training and program evaluation.

-Annual creation of a Master Schedule that focuses on courses designed to promote the rapid development of the subskills necessary to help students learn English quickly.

-Utilize Illuminate for data analysis

-CELDT Summer program

-CAHSEE classes and after school tutoring

-Assessments aligned with standards in Illuminate. Use minimum days to train staff on the use of Illuminate, evaluation of student progress or failure with relation to the content standards, provide staff development on instructional strategies, calibrate pacing guides and perform regular cycles of inquiry.

-CELDT Level Placement

-Holt Assessments

-ELD class common assessments

-The ELD department will be meeting during the summer on program refinement and the alignment of assessments with the new common core.

## **GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS**

-CST Student Performance Data.

-CAHSEE Student Performance Data.

-CELDT Student Performance Data.

-Numbers of redesignated students.



## **Actions**

### **Program design, staff training and alignment.**

#### *Tasks*

RVHS will utilize site level expertise to guide the ongoing development of RVHS's ELD program design, implementation and professional development in ELD. Areas in particular need of work are the content area classes, which include Sheltered instruction for ELL students within the core content area.

Implement various instructional strategies appropriate for second language learner students and utilize materials most effective with English Learners will occur.

Design the master schedule and sequence courses to support the Strategic English Immersion model. Send staff to master schedule conference annually to support and assist in meeting this goal.

Align and implement course sequence and design to best utilize course content to teach discreet subskills in English that are necessary to support students in learning English quickly. Utilizing these methods, the curriculum will be used to facilitate movement of students into the core content areas (and CELDT levels) at an accelerated pace to meet the requirements of graduation.

The RVHS ELD program will adhere to the YCUSD ELD template and principles in addressing student learning needs.

#### *Measures*

Ongoing Program Design  
Course Alignment, Design & Articulation  
Master Schedule Design  
Staff Inservice Training & Conferences

#### *People Assigned*

Administration  
Outside Services  
Teaching Staff  
Counseling

#### *Start Date - End Date*

7/1/2013 - 6/30/2014



Funding Source	Description	Cost
EIA-LEP	2% reserve	\$50.00
EIA-LEP	Teacher salary	\$3,445.00
EIA-LEP	3.33% ELD Resource Teacher	\$2,491.00
EIA-LEP	Materials and supplies	\$14,592.00
EIA-LEP	Professional services and operating expenses	\$0.00
EIA-LEP	Transportation	\$0.00
EIA-LEP	Equipment	\$0.00
EIA-LEP	Service contract	\$0.00
EIA-SCE	Service contracts	\$9,988.00
EIA-SCE	Professional services and operating expenses	\$814.00
EIA-SCE	Substitutes & Teacher Extra Time	\$7,953.00
EIA-SCE	Transportation	\$6,802.00
EIA-SCE	Mailing services	\$3,846.00
EIA-SCE	Travel & Conference	\$3,250.00
EIA-SCE	Materials and supplies	\$23,736.00
EIA-SCE	33% Cost of ELD Resource Teacher Position	\$22,447.00
EIA-SCE	Teacher subs and other school business	\$1,442.00
EIA-SCE	Student entry fees	\$1,313.00
EIA-SCE	2% reserve	\$1,013.00
EIA-SCE	Books and other reference materials	\$0.00
EIA-SCE	Mailing services	\$0.00
EIA-SCE	CELDT & Testing Coordination	\$0.00
EIA-SCE	Computers / Equipment	\$0.00



## English Language Arts

### **Goal: Increase Student Literacy**

#### **ISSUE STATEMENT**

There is a need to improve student communication, critical thinking, and technological skills to align with the new Common Core Standards. Additionally, there is a need to prepare students to face the challenges of a changing environment in the 21st century.

#### **GOAL OBJECTIVE**

Increase ELA scores on the AYP measures to 88.9% proficient or above schoolwide. Target the ELL subpopulation and Students with Disabilities subpopulation to increase proficiency to minimally meet the targets set forth under NCLB for 2013-2014. Teachers will focus on improving student literacy skills for all students and standards based instruction per newly adopted California Common Core Standards

Utilizing District adopted materials & content standards, English as well as other content areas will focus on revising pacing guides, updating benchmarks as well as common assessments. illuminate will be utilized to assess student progress toward content standards and cycles of inquiry to evaluate trends in student performance data.

Explore structured intervention plans such as Freshmen Enrichment, Measuring Up, and others to begin with implementation for the 2013-2014 school year.

#### **STUDENT GROUPS PARTICIPATING IN THIS GOAL**

- 1.English Language Learners
- 2.Students with Disabilities
- 3.All Students
- 4.Students failing CAHSEE
- 5.Students with D's & F's
- 6.Students scoring below proficient on CSTs

#### **PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS**

-Increase student percentage scores on API & AYP both schoolwide and for each significant subgroup to minimally meet the targets set forth under NCLB for 2013-2014.



**MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL**

- EAP results
- Task analyses forms with curricula and lesson plans
- Student work
  1. Communication examples: multimedia presentations, ERWC essays, literary analysis essays, Socratic Seminars, philosophical chairs, debates
  2. Critical thinking examples: Socratic Seminars, essays, SOAPStone, TP-CASTT, marking the text, Cornell notes, debates, philosophical chairs
  3. Technologically literate examples: research papers, films, multimedia presentations

**GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS**

EAP results  
Technological assignment rubrics  
Essay rubrics  
Socratic rubrics

**Actions**

**Pacing guides, assessments & articulation.**

*Tasks*

- Align and refine pacing guides to reflect Common Core standards and to ensure student understanding of the goals and purposes of classroom instruction
- Refine and align common assessments with content focus standards
- Upload common assessments in Illuminate and train staff in the use of illuminate
- Perform cycles of inquiry based on data provided by Illuminate
- Provide staff development on effective instructional strategies, specifically for the block schedule utilizing on-campus professionals

*Measures*

Pacing Guides  
Benchmarks  
Common Assessments  
Cycles of Inquiry  
Minimum Days

*People Assigned*

Teaching Staff  
Counseling Staff  
Administration

*Start Date - End Date*

7/1/2013 - 6/30/2014



Funding Source	Description	Cost
EIA-SCE	AVID Tutors	\$5,225.00
EIA-SCE	Instructional Aides	\$28,192.00
EIA-SCE	Other Certificated- Interpreter	\$242.00
EIA-SCE	Equipment (non-capitalized)	\$22,303.00
EIA-SCE	Counseling Services (percentage of a part time individual).	\$15,782.00
EIA-SCE	Program Design, Staff Development & Allignment.	\$0.00
EIA-SCE	Materials & Supplies	\$0.00
Title 1	Internet Interprogram (Access)	\$5,824.00
Title 1	Teachers extra OT	\$5,817.00
Title 1	Professional services and operating expenses	\$0.00



## Mathematics

### **Goal: Increase percentage of students proficient in Mathematics**

#### **ISSUE STATEMENT**

Historically, math scores for Students with Disabilities have not met the defined growth target annually.

#### **GOAL OBJECTIVE**

Continue to increase scores in the Students with Disabilities subpopulation to meet the annually defined AYP growth target. Increase math scores to 88.7% proficient or above schoolwide.

#### **STUDENT GROUPS PARTICIPATING IN THIS GOAL**

- Students with Disabilities
- ELL
- SES
- Hispanic/ Latino
- All Students

#### **PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS**

- Increase scores in the Students with Disabilities subpopulation to meet the annually defined AYP growth target.
- Score 88.7% or better on AYP schoolwide in an effort to begin advancing toward the annual growth target for AYP.
- Increase percentage of students scoring in the basic, proficient and advanced levels on API & proficient on AYP.
- Increase the percentage of students passing CAHSEE.

#### **MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL**

- Use of Illuminate to analyze those standards being met on assessments & reteach those standards that students fail to master
- Data review of student work including class work, quizzes, homework, tests and projects
- CAHSEE percent passage rates

#### **GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS**

- AYP Student Performance Data.
- API Student Performance Data.
- D&F Student Performance Data.
- CAHSEE Student Performance Data.



## **Strategies**

### **New Strategy**

Prior to each term student placement will be reviewed by math teachers and recommendations made to counselors on appropriate student placement. Counselors will work in concert with the Math content area leader to facilitate proper placement of students based on their performance from the prior term. During minimum days teachers will develop a plan for CAHSEE standards and test question review. Additional support will be provided through CAHSEE intervention classes during the school day whereby targeted students will be chosen to participate based on prior CAHSEE non-passage. Finally, all pacing guides and benchmarks will be calibrated. Teachers will use cycles of inquiry to analyze student performance data and determine what standards are being learned by students and those in need of re-teaching at least once each quarter or twice per term.

### **Actions**

#### **Staff Development**

##### *Tasks*

Pacing guides will be calibrated in each course to ensure the standards are covered and instructional consistency exists between each instructor teaching the same courses. All teachers were trained on the new common core standards. Implementation will begin in the 2013-2014 school year.

Standards (courses blueprints), benchmarks and common assessments will be utilized to evaluate student success and or failure and once each quarter (twice per term). Teachers will assess student progress toward meeting standards and reteach those that students fail to meet throughout each quarter. The development of student 10th grade plans and placement by counselors in correct course levels will be an integral part of this process.

##### *Measures*

Teachers will monitor class work, quizzes and grades

Use of Illuminate to disaggregate data

Cycles of Inquiry to inform decisions.

Use of Pacing Guides

##### *People Assigned*

Teaching Staff  
Counseling Staff  
Administration

##### *Start Date - End Date*

7/1/2013 - 6/30/2014



Funding Source	Description	Cost
EIA-SCE	Equipment (non-capitalized)	\$0.00
EIA-SCE	Counseling Services (percentage of a part time individual).	\$0.00
EIA-SCE	Program Design, Staff Development & Allignment.	\$0.00
Title 1	Teacher extra OT	\$1,946.00



## Other

### **Goal: Freshman Success / Transitioning to High School**

#### **ISSUE STATEMENT**

The transition to High School can prove to be a challenging as well as difficult time for transitioning students, sometimes resulting in a disconnect period that can include a drop in grades and an adverse effect on credits earned. Additionally, various points in a student's High School career can be socially, emotionally and academically challenging for those in all grade levels.

#### **GOAL OBJECTIVE**

Create and promote a culture of high academic achievement, student success, parental involvement, school connectedness and positive school climate. An emphasis will be placed on the pursuit of higher education as well as the exploration of career pathways. Programs such as AVID and Link Crew will be utilized to support this goal. A particular emphasis will be placed on freshmen transitioning to RVHS as well as our attempts to motivate students to succeed through familiarizing them with our school, connecting them to upperclassmen, clubs, sports and placing a focus on academic achievement. Cross-age student mentors and tutors will be utilized to assist in supporting student transition and success at the high school level.

#### **STUDENT GROUPS PARTICIPATING IN THIS GOAL**

All students in grades 9-12 with a strong emphasis on students in 9th grade who are transitioning into RVHS as freshmen. Upper classmen will be utilized as both mentors and peer tutors.

#### **PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS**

- Lower percentages of D's & F's
- Increase attendance and reduce tardies
- Higher achievement rates on CAHSEE and STAR tests
- Regular communication/involvement with parents through our newsletter, Academic Awards Nights, our school marquis, the auto-dialer, Open House, Falcon Days, Drama Productions, Orchestra, Band, ASB activities, and other events to bring parents into the school culture and make them feel included

#### **MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL**

- Percent of D & F's
- Attendance and tardy reports
- Participation at school sponsored events
- Parental attendance at school functions
- Number of students accessing personal, social and academic counseling services

#### **GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS**

- API scores
- AYP results
- Schoolwide attendance & tardy data
- Parent numbers for the participation in events



## **Strategies**

### **New Strategy**

The notion of establishing school connectedness is the strategy that is the center focus of this goal. Students who are happy, connected, feel safe and have a sense of belonging at school adjust better academically and socially as a result.

Through a positive initiation into River Valley High School by starting the year with a 9th grade new student orientation, a barbeque and a school tour we plan to reduce the trepidation they have about coming to high school. Additionally, by planning regular times to connect transitioning 9th grade students with 11th & 12th grade student mentors we will strive to keep students engaged. By involving transitioning freshmen in regular school activities, providing orientation tours in the summer and scheduling ongoing support opportunities for incoming 9th graders we plan to reduce suspensions, student tardiness, and absences and increase student performance levels.

## **Actions**

### **Connect students to their educational environment**

#### *Tasks*

Continue expansion of the Link Crew transition to high school program at RVHS. Train four additional staff members to assist in growing the program to support expanded monthly student activities and mentoring. Train student coaches to assist with program implementation. Continue and expand new-student orientation during Falcon Days. Continue to grow and expand the AVID program. Provide opportunities for staff training, student training and field trips. Provide technology access for all students who don't have access to technology away from school by opening the Library longer hours and adding computer lab access on campus.

Establish and promote academic as well as attendance awards that support an atmosphere of high academic achievement. Promote Back to School and other parent nights that include and encourage participation in the school.

River Valley High School will be provided direct services for Parent Involvement Activities including Parent Universities, translation/interpretation services for parents who don't speak English, and ELAC and other parent meeting child care.

We are hiring a 60% counselor to assist with student/ counselor contacts.

#### *Measures*

Student Attendance  
Tardy Rates  
D/F Rates  
Academic Achievement Data  
Awards Assemblies / Parent Nights

#### *People Assigned*

ASB Director  
Administration  
Link Crew Staff  
Student Link Crew Leaders  
Library Staff

#### *Start Date - End Date*

7/1/2013 - 6/30/2014



Funding Source	Description	Cost
EIA-SCE	AVID Transportation	\$486.00
EIA-SCE	AVID Travel & Confernece	\$4,850.00
EIA-SCE	AVID Teachers' Subs/Other	\$4,421.00
EIA-SCE	Materials & Supplies (Link Crew)	\$3,612.00
EIA-SCE	AVID coordinator	\$1,692.00
EIA-SCE	Professional services and operating expenses	\$1,450.00
EIA-SCE	Interprogram - Pupil Transp	\$0.00
Title 1	Materials & Supplies	\$9,592.00
Title 1	Reserve	\$74.00
Title 1	Probation Officer	\$5,000.00
Title 1	Mailing services	\$3,886.00
Title 1	Equipment	\$27,221.00
Title 1	Tutor Salaries	\$16,984.00
Title 1	Staffing Costs for Clerical Assistant (Data Input).	\$16,223.00
Title 1	Intervention Counselor	\$15,782.00
Title 1	Service contracts	\$10,831.00
Title 1	District Direct Services	\$0.00



## Professional Development

### **Goal: Instructional Effectiveness**

#### **ISSUE STATEMENT**

Upon opening River Valley in 2005 as a 4x4 Block Schedule School it was known that there were many challenges that staff would be forced to face. Pioneering a new schedule has taken time, effort, ingenuity and tenacity on the part of everyone. The research tells us that in order for the 4x4 Block Schedule to be successful, we need to support teachers by providing proper training to assist teaching during a 90 minute period. Instruction must be initiated in an alternative manner, using different methods than those used on schedules using shorter periods of time for instruction.

#### **GOAL OBJECTIVE**

Provide staff development that promotes effective instructional strategies which are especially effective on the 4x4 block schedule. A focus will be on practices which increase degree of student engagement, participation in lessons and movement within the classroom. Encourage students to take rigorous academic courses with an emphasis being placed on strategies which will assist populations who are performing below their academic growth or proficiency targets.

#### **STUDENT GROUPS PARTICIPATING IN THIS GOAL**

- All students
- Special Education
- English Learners

#### **PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS**

- Reduce D/F rate
- Increase CAHSEE passage rate
- Meet percent proficient on AYP
- Transition ELL's 1 CELDT levels or more per year

#### **MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL**

- Provide staff development using effective instructional practices
- Provide opportunities for staff conferences / training in focus areas
- Provide staff development in the area of English Language instruction
- Percent of students earning a 3.0 or better GPA
- Provide opportunities for collaboration and cross-curricular teaming

#### **GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS**

- D/F Grade Data
- CAHSEE Student Performance Data
- AYP Student Performance Data
- API data
- CELDT Student Performance Data
- Percent of students earning a 3.0 or better GPA
- Disaggregated Common Assessments



## **Actions**

### **Staff Development / Training**

#### *Tasks*

Provide staff training on instructional strategies, 4x4 block strategies and continue to train staff responsible for English Language Learner instruction

Provide ongoing training on best educational practices for struggling learners through conferences (especially for content area leaders) and professional development opportunities

Provide content area program alignment training / staff institutes to work toward common assessments to assess data and develop strategies in each core content area

Provide opportunities for conferences for content leaders and teacher leaders that can be utilized for cross-teacher training on site

Provide training on new common core standards

#### *Measures*

- Inservice Training(s) for staff & strategy implementation
- Implementation of standards based common assessments
- illuminate & Cycles of inquiry

#### *People Assigned*

Administration  
 Content Area Leaders  
 Teaching Staff  
 Outside Advisors

#### *Start Date - End Date*

7/1/2013 - 6/30/2014

Funding Source	Description	Cost
EIA-SCE	District Direct Services	\$0.00
Title 1	Program Design, Staff Development & Allignment.	\$2,500.00

**CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL**

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

<b>Federal Funding Sources</b>	<b>Amount</b>
Title 1	\$121,680.00
<b>State Funding Sources</b>	<b>Amount</b>
EIA-LEP	\$20,578.00
EIA-SCE	\$170,859.00

**SCHOOL SITE COUNCIL MEMBERS**

<b>Name</b>	<b>Represents</b>	<b>Contact Info</b>	<b>Reviewed Plan Date</b>
Jasmine Lakhian	Student	RVHS	6/5/2013
Joyce Hammond	Teachers	RVHS	6/5/2013
Keri Spencer	Parents	RVHS	6/5/2013
Lorin VanGilder	Teachers	RVHS	6/5/2013
Lynette Fennell	Teachers	RVHS	6/5/2013
Michael Gainock	Teachers	RVHS	6/5/2013
Tom Reusser	Principal	RVHS	6/5/2013
Mike Haines	Parents	RVHS	6/5/2013
Manpreet Nijjar	Student	RVHS	6/5/2013
Jesus Perez	Classified	RVHS	6/5/2013
Jennifer Tokos	Parents	RVHS	6/5/2013
Brody Paulo	Students	RVHS	6/5/2013



**ASSURANCES**

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

	<b>Approval Date</b>
<b>Assurances</b>	
The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	6/5/2013
The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.	6/5/2013
The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.	6/5/2013
This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.	6/5/2013
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:	
Staff	6/5/2013

<b>Approval</b>	
The school plan was adopted by the council on:	6/5/2013
Public Notice Due Date:	5/31/2013
District Governing Board Review Due Date:	
School Site Plan Approved:	
Attested by School Principal:	6/5/2013
Attested by School Site Council Chairperson:	6/5/2013

**Attested:**

Tom Reusser		
Typed Name of School Principal	Signature of School Principal	Date
Michael Gainok		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date