



3/2/2016

Jurupa Valley High School **WASC Mid-Cycle Progress Report**

Jurupa Valley High School
10551 Bellegrave Avenue
Jurupa Valley, CA 91752

Jurupa Unified School District

Accrediting Commission for Schools
Western Association of Schools and Colleges

Rebecca L. Lytle – WASC Coordinator
JURUPA UNIFIED SCHOOL DISTRICT

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Jurupa Unified School District Administration

Board of Education:

Sheryl Schmidt.....President
Memo Mendez.....Clerk
Linda Chard.....Member
Donna Johnston.....Member
Robert GarciaMember

District Administration:

Elliot Duchon.....Superintendent
Paula Ford.....Assistant Superintendent
Business Services
Dave Doubravsky.....Assistant Superintendent
Education Services
Jay Trujillo.....Director
Secondary Education
Trent Hansen.....Assistant Superintendent
Planning and Development
Tamara Elzig.....Deputy Superintendent
Personnel Services

Jurupa Valley High School Administration

School Administration:

Kimberly Corbin.....Principal
Maureen Stevens.....Assistant Principal
Curriculum and Instruction
Jeff Wray.....Assistant Principal
Student Services and Discipline
Monika Montiel-Turner.....Assistant Principal
Athletics, Activities, and Facilities

WASC Coordinator:

Rebecca Lytle.....English Teacher

Focus Group Leaders:

Brian Kantner.....Organization
Amanda Jaurigue.....Curriculum
Rob Norwood.....Curriculum
Andrea Lyman..... Instruction
Julie Rosa..... Assessment
Elizabeth (Suzy) McCarley.....Culture



Chapter I: Student/Community Profile and Supporting Data

Jurupa Valley High School (JVHS) was established in 1989 in the Jurupa Unified School District of Jurupa Valley, CA (formerly Mira Loma). This semi-rural area of Riverside County became a city in 2011. The City of Jurupa Valley has a population of 97,781 people covering nearly 44 square miles. Jurupa Valley High School is located on the western edge of the city near the junction of the 15 and 60 freeways. Jurupa Valley High School, with approximately 1,600 students is one of three comprehensive high schools in the district. The Jurupa Unified School District has three additional secondary schools that provide alternative learning settings from online classes to continuation and adult learning.

The students of JVHS live primarily in the city of Jurupa Valley, specifically within the communities of Pedley, old Mira Loma, and Sky Country, which represents largely lower middle-class, blue-collar backgrounds. The average household income is \$67,517 (and a median income of \$53,215) which is below Riverside County's average of \$74,355 and the state average of \$83,845. The median age of residents is 31 years of age and the average household is 3.82 people. The community consists of 68.9% Hispanic population. Education rates indicate that 40.7% of adult residents in Jurupa Valley do not have a high school diploma, and only 10% of residents 25 years of age and older have a bachelor's degree or higher. The median home sale is \$225,700.

The City of Jurupa Valley is currently experiencing growth and expansion. New housing developments are being built in the immediate vicinity of the school along the major streets and thoroughfares that encompass the school boundaries. These new homes are being offered in the \$500,000 plus price range, and are bringing many diverse students to our campus.



Parent organizations and community businesses are an important part of the learning that takes place at Jurupa Valley High School. The school offers many varied opportunities for each. Many local businesses support the school through fundraising events and offering student incentives. Opportunities for parental involvement include School Site Council (SSC), English Language Advisory Committee (ELAC), CTE Advisory Committee, Agriculture Department Advisory Committee, athletic booster clubs, band and choir booster clubs, volunteering, and other extracurricular parent groups. Local civic groups often ask our choir and band to perform at their events and our ASB and FFA students to help with community events.

Jurupa Valley High School is in the process of being re-designated as a targeted Title 1 school. For the 2015-2016 school year, 68.4% of the students are eligible for the free and reduced lunch program. This statistic remains relatively stable compared to 70.4% in 2014-2015 and 71.8% in 2013-2014.

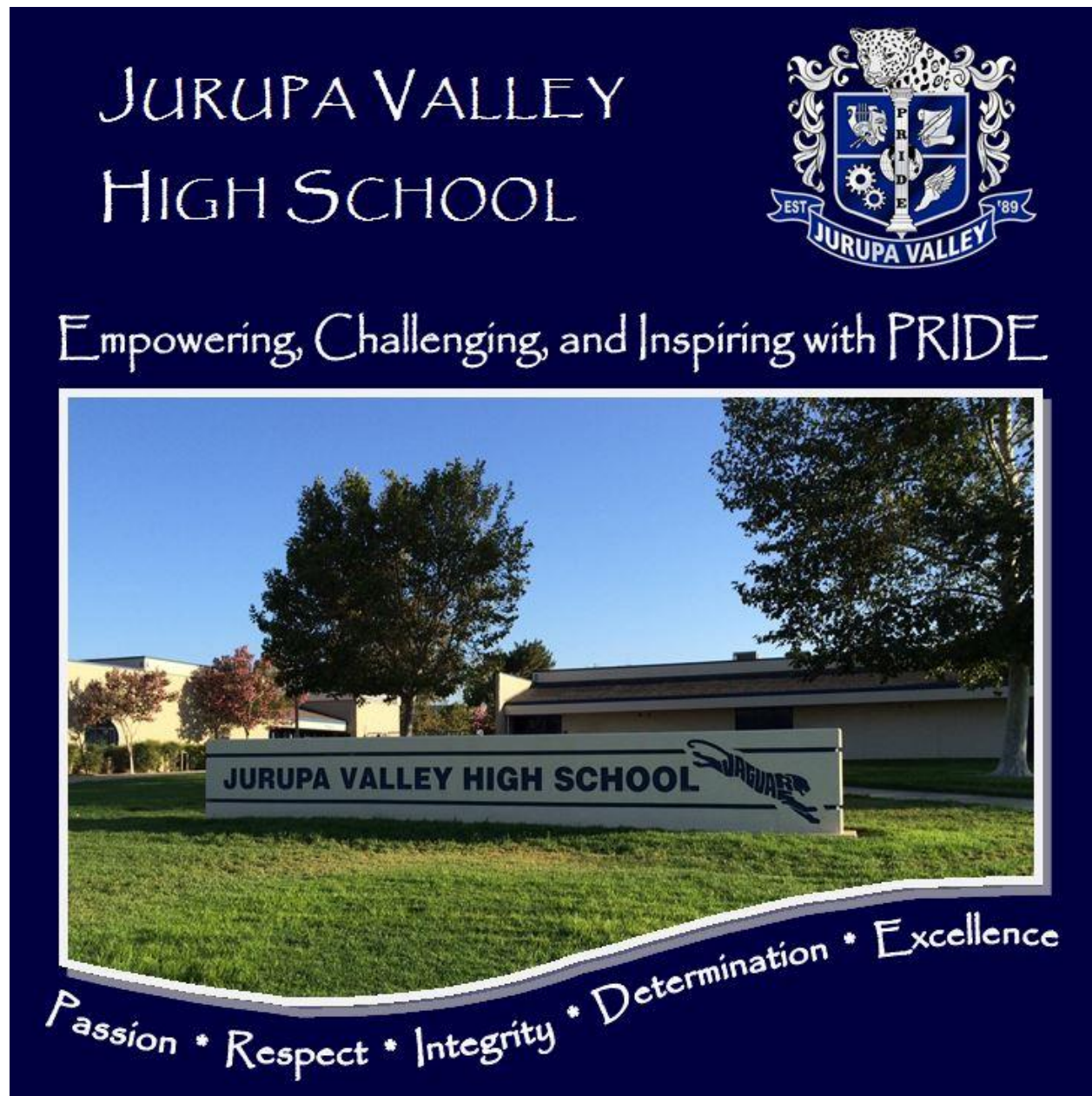
JVHS continues to offer a variety of academic courses and opportunities, including honors classes, Advanced Placement, Career and Technical Education (CTE), AVID, and a newly implemented STEM program. Jurupa Valley High School strives to be the focus of inspiration and determination for all students whether they exhibit great talent or face difficult challenges.

Jurupa Valley High School is in the midst of several administrator changes for 2015-2016. The school year began with a new principal in place just two days before the start of the school year in August. The previous principal served in that capacity for a short two-and-a-half years. Furthermore, a new assistant principal of Curriculum and Instruction was hired and placed one month into the school year. Most recently, a new assistant principal was hired in the beginning of the second semester. The new assistant principal now serves as the assistant principal of Athletics, Activities, and Facilities; the assistant principal who formerly served in that position is now the assistant principal of Student Services. Throughout all these changes, JVHS remains strong in its commitment to student learning.

Mission and Vision

Jurupa Valley High School Mission Statement: Create a dynamic learning environment that meets the needs of all students and provides individuals with the opportunity to succeed in future college or career choices.

Jurupa Valley High School Core Values: Empowering, challenging, and inspiring with PRIDE (Passion, Respect, Integrity, Determination, and Excellence)



School Purpose, Core Values, and Learner Goals

Jurupa Valley High School has consistently addressed the challenges of academic improvement and student achievement in order to best meet the demands of education in the 21st century. JVHS teachers and staff are dedicated to student achievement, and this dedication lead to the staff collaboration and creation of our Core Values that were initiated in the 2013-2014 school year. These Core Values, along with our long-standing expected school-wide learning goals, have been embedded in our school curriculum and culture for the past three years. These values and goals have become the essential foundations for addressing the Common Core State Standards, newly developed Units of Study, and New Generation Science Standards. They also guide the development of rigorous and relevant curriculum, provide a challenge to students academically, and create a strong learning community that gives all students and staff a sense of purpose, direction, and motivation.

Jurupa Valley High School faculty implement collaboration time in weekly Data Team meetings to not only align the curriculum with the Units of Study and Common Core State Standards, but to also align our learning goals and core values into daily routines and curriculum to uphold our focus on student learning and achievement. These Data Teams and our continued focus on student learning have been an integral part of our high school learning community since 2006.

For the past three years, the entire staff and student body have encompassed the new core values and upheld our diligent school-wide learning goals. Both of these ideals establish goals and levels of achievement for all students to strive for as they approach graduation and prepare for their post-secondary experiences. Teachers address these goals with their students on a regular basis. Students are continually reminded of these goals and values with posters in every classroom and hallway, banners throughout the quad and campus, and in their student handbooks.

Expected School wide Learning Goals

To meet the demands of the 21st Century, every JVHS student will be:

Job Ready

- Able to manage time and work effectively
- Prepared to meet the demands of college or career
- Skilled in technology

Academically Competent

- Self-motivated
- Able to demonstrate proficiency in all courses of study

Goal Oriented

- Able to set, maintain, and achieve goals individually and with others
- Global-minded and involved in community service
- Accountable for one's actions

Skilled Inquirer

- An effective communicator
- Curious and an inquisitive thinker
- Able to show application of content knowledge

Student and Faculty/Staff Demographics

Student Enrollment and Ethnicity:

The current enrollment for the 2015-2016 school year is 1,605 students. Jurupa Valley High School continues to have a student population that is predominantly Hispanic or Latino. This large student group comprises approximately 88% of the student population followed by White, not Hispanic at 8.5%, African-American at 1.5%, and all other sub-groups at less than one percent. Enrollment data for the past three years is shown in the table below.

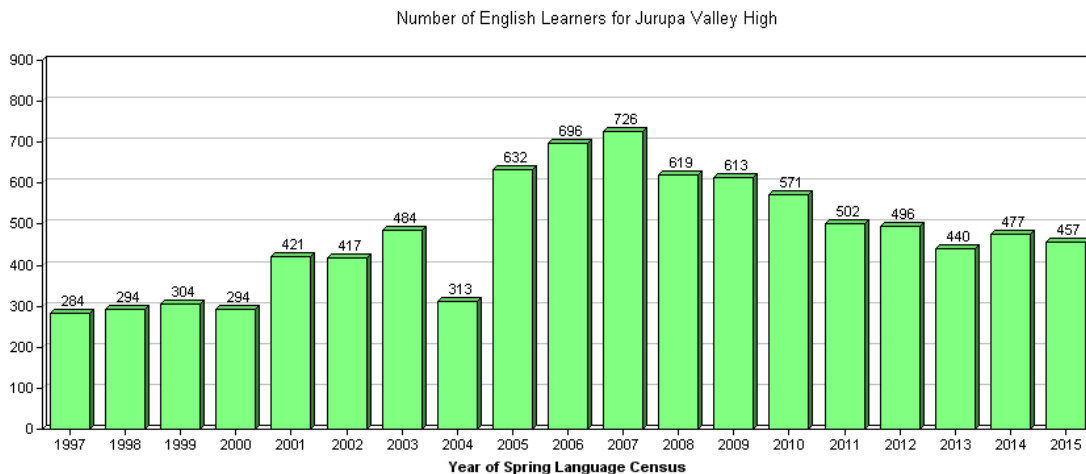
Jurupa Valley High Report

School	YEAR	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Not Reported	Total
Jurupa Valley High	2012-13	1,401	4	14	2	7	27	193	5	2	1,655
Jurupa Valley High	2013-14	1,431	4	11	0	4	21	176	2	2	1,651
Jurupa Valley High	2014-15	1,425	3	13	1	1	23	137	3	2	1,608
Jurupa Valley High	2015-16	1405	5	17	2	2	31	143	-	-	1,605

*Data collected from Data Quest (California Department of Education)

English Learners:

The chart below shows the number of English Learners for JVHS. For the last three years, JVHS has had a relatively consistent EL population.



*Data collected from Data Quest (California Department of Education)

This steady population of English Learners at JVHS over the past three years is approximately 30% of the total student population. Of these students, 99% report Spanish as their home language.

Further data shows the number of English Learners and their percent Fluent or Re-designated Fluent. JVHS has a low number of re-designated students.

School	Year	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP
Jurupa Valley High	2012-2013	1,655	440 (26.6 %)	618 (37.3 %)	23 (4.6 %)
Jurupa Valley High	2013-2014	1,651	477 (28.9%)	604 (36.6%)	23 (5.0%)
Jurupa Valley High	2014-2015	1,608	457 (28.4%)	618 (38.4%)	21 (4.4%)

*Data collected from Data Quest (California Department of Education)

Faculty/Staff:

The administration team of JVHS consists of one principal and three assistant principals, each respectively responsible for curriculum and instruction, student services and discipline, and activities, athletics and facilities. In addition, there are four guidance coordinators, one resource officer, seven campus supervisors, a school psychologist, a hearing/speech/language specialist, a mental health counselor, and a health clerk that support administration. Faculty members include 70 teachers, of which many of those take on additional roles as athletic director, ASB advisor, test coordinator, EL coordinator, department chair, WASC coordinator, data team leader, coach, etc. JVHS has two library clerks, a career center clerk and a newly established high school career counselor. Lastly, there are also two resident substitutes, 35 student/classroom aides, and 25 office personnel.

Efforts are continually made to bring an ethnic diversity to the staff consistent with our student population. To date, the ethnic composition of the certificated staff shows the majority are White, not of Hispanic origin, while the next largest group is Hispanic.

Name	Year	Hispanic	American Indian or Alaska Native	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	No Response	Total
Jurupa Valley High	2013-2014	19	0	4	0	0	2	54	0	0	79
Jurupa Valley High	2014-2015	20	0	4	0	0	4	51	0	0	79

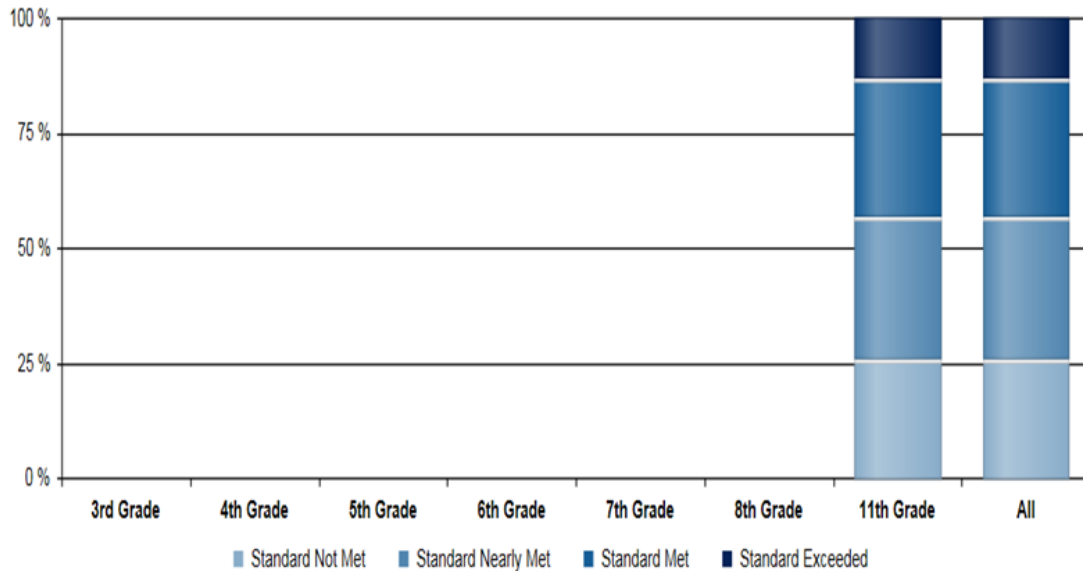
*Data collected from Data Quest (California Department of Education)

Student Achievement Data

CAASPP 2015 Results – English and Math

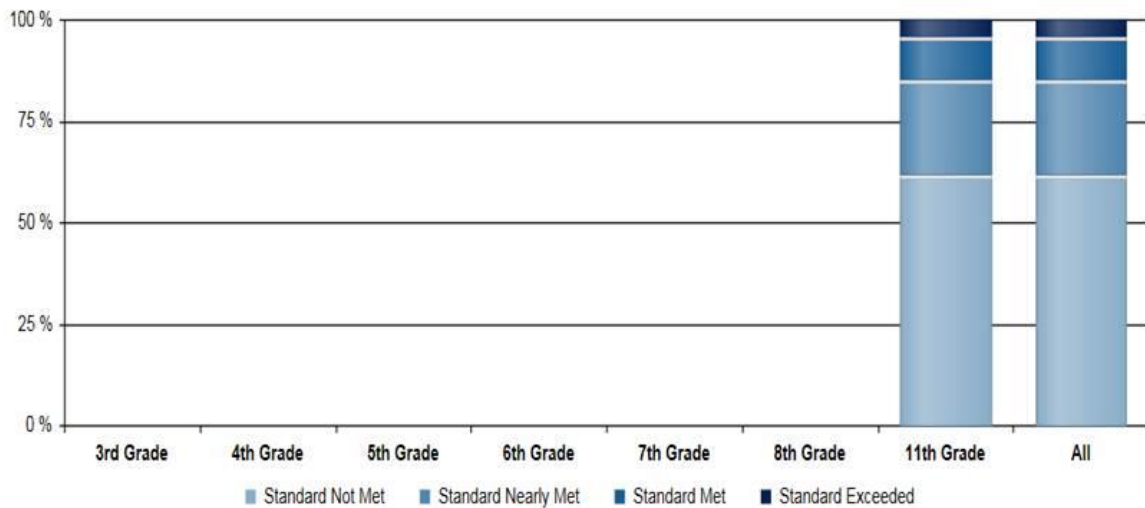
ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



MATHEMATICS

Achievement Level Distribution



These bar graphs provide a single view of the first-year CAASPP results. Analysis and commentary are provided on the next page following the chart with further breakdown.

CAASPP 2015

English & Mathematics Results

CAASP English Results								
ALD	CA	Riv. County	JUSD	JVHS	NVHS	PHS	RC	RHS
4-exceeded	23.0%	19.0%	11.0%	13.5%	0.0%	16.3%	6.5%	6.5%
3-met	33.0%	34.0%	29.0%	30.4%	4.7%	29.5%	29.0%	35.0%
2-nearly met	24.0%	26.0%	30.0%	30.7%	18.9%	30.4%	29.0%	32.7%
1-not met	20.0%	21.0%	31.0%	25.5%	76.4%	23.9%	35.5%	25.7%
CAASP Math Results								
ALD	CA	Riv. County	JUSD	JVHS	NVHS	PHS	RC	RHS
4-exceeded	11.0%	6.0%	3.0%	4.0%	0.0%	4.2%	0.0%	2.3%
3-met	18.0%	17.0%	13.0%	10.0%	0.0%	21.8%	12.5%	11.4%
2-nearly met	25.0%	26.0%	23.0%	22.9%	2.7%	28.3%	21.9%	23.8%
1-not met	45.0%	50.0%	61.0%	63.1%	97.3%	45.7%	65.6%	62.5%

These two charts provide a detailed breakdown of achievement percentages for the English and math 2015 CAASPP results for JVHS individually and compared to other schools in the district, county and state. Both the bar graph from the previous page and the chart above show that achievement results in higher in English than math.

For English, this first-year data reveals that approximately 43% of 11th grade students at JVHS fall in the range of Standard Met and Standard Exceeded. This is slighter higher than the overall district percentage of 40%, but considerably lower than the county and state percentages of 53% and 56% respectively. Teacher and Focus Group analysis of this data attribute these low results to the implementation of the Units of Study in the 2014-2015 school year. The Units of Study presented new curriculum and new instructional strategies that were challenging to both teachers and students. This was also the first year for the computerized testing format. Students were unfamiliar with the

new testing process and procedure, and this must be considered in the analysis. With upcoming 2016 testing, the school looks to see improved results after implementing the Units of Study for two full years. Writing assignments, performance tasks, and online post assessments in the Units of Study provide teachers the opportunity to expose students to more rigorous and focused classroom instruction. This also promotes further exposure to online testing and other assignments that require reading and writing and critical thinking with constructed responses via multiple computer-based formats. The combination of challenging curriculum, rigor, and testing procedures have resulted in the percentages reported. The teachers are moving forward within the Units of Study and these 2015 achievement results will be the baseline to compare future results.

The first year data for math indicates a similarity to the statewide results with the highest percentage of students falling in the Standard Not Met and Standard Nearly Met rankings. Jurupa Valley High School had 85% of the 11th grade students in these low levels compared to 65% statewide. Teacher and Focus Group analysis determined several factors that contribute to these lower achievement levels. First, the test covers concepts up to Algebra 2, and many of the students at JVHS have not reached that level in math. Next, the curriculum changes in math with the addition of Balanced Math and the Units of Study proved challenging to teachers and students. Teachers report that the scripted methodology of Balanced Math interrupts the progression of teaching the content. Teachers also expressed a sense of disconnect between the math curriculum driven by the district and the CAASPP content and format. A final factor to consider is that the first year of CAASPP testing was computerized and students were unfamiliar with this process for math assessments. Lessons and curriculum in math were not as readily developed and practiced on the computer-based formats. The resulting 2015 achievement results will be the baseline measurement for future years.

Math will move forward and evolve with new curriculum as Integrated Math will begin in the 2016-2017 school year. To help address concerns in math, the district changed the math graduation requirement from two years to three years beginning with the class of 2019. These changes will continue to challenge both teachers and students. The school and district will closely monitor achievement results.

EAP Data Review:

Jurupa Valley High School student data from EAP results indicate that student achievement levels in English have remained relatively steady from 2012 to 2014, but saw an increase in 2015 with the new SBAC testing. The Ready/Conditional percentage increased from 10% in 2014 to 30% in 2015 even though the Ready level remained even at 14% and 13%. The Not Ready percentage fell from 75 and 76% in 2013 and 2014 to 57% in 2015. The new statewide testing, SBAC, created a shift from paper format to computer format and thus the EAP was embedded in the computerized format in 2014 and 2015. Although the same number of students were taking the test as in previous years, the new computer format resulted in a noticeable increase in 11th grade students as Ready/Conditional. Teacher analysis determined that the increased focus in 11th grade classes to use computers for constructed responses, essays and reports contributed to this improvement because students were more familiar with this format. Continued implementation of the Units of Study performance tasks, upgraded technology in the classrooms and computer labs, and pre-administration test practice are also contributing factors to the increase in student achievement for English. Students were prepared and familiar with the standards and expectations of the English portion of the computerized testing formats.

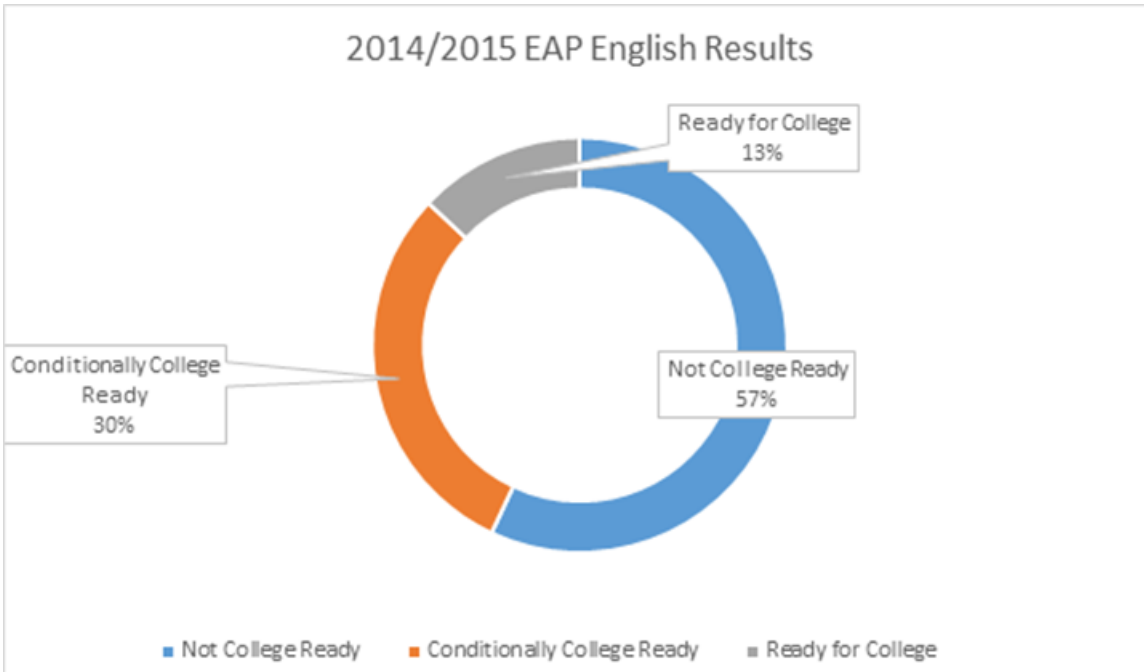
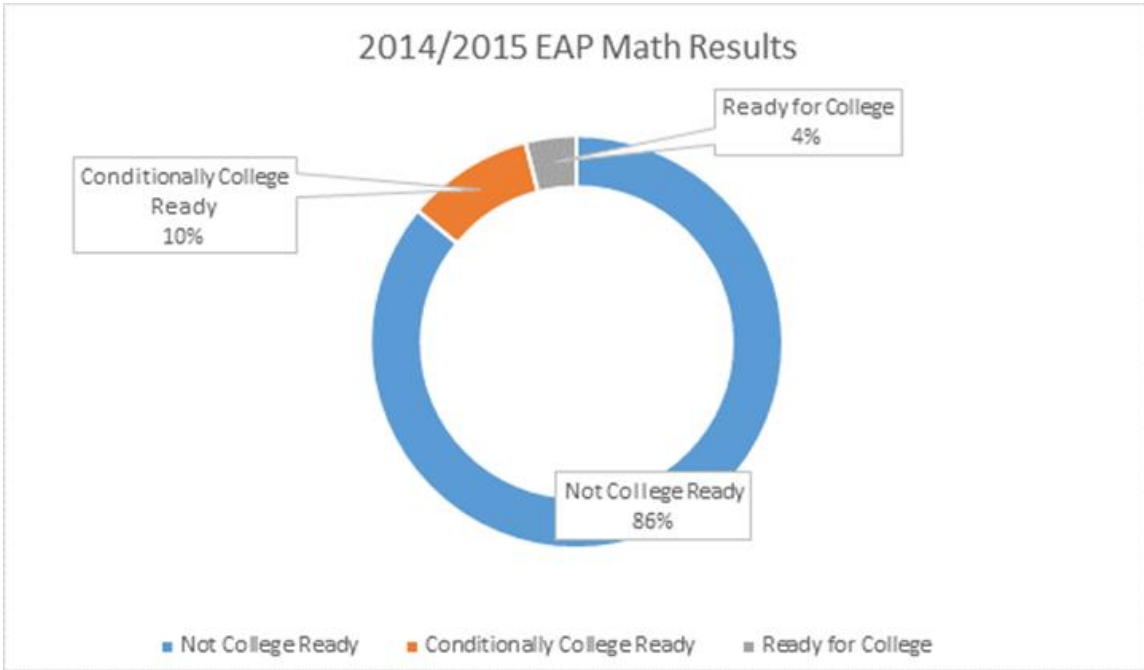
However, math shows a marked decrease in percentage of students Ready/Conditional and Ready. Teacher discussion and analysis concluded several factors to consider for this drop in achievement. First, this may be attributed to the implementation of the Units of Study and Balanced Math. The changing curriculum and instructional strategies became a challenge and adjustment for teachers and students. Also, many juniors are not enrolled in math at Algebra 2 or higher, so students would not be familiar with the advanced math concepts tested in EAP. The resulting figures and trends will be used as an additional point to measure future student achievement.

Early Assessment Program (EAP) Data Report

Year	English				Mathematics			
	English Participation	Ready	Ready Conditional	Not Ready	Math Participation	Ready	Ready Conditional	Not Ready
2011/2012	361 91%	41 11%	45 12%	275 76%	136 84%	10 7%	85 63%	41 30%
2012/2013	340 94%	35 10%	48 14%	255 75%	113 81%	10 9%	79 70%	24 21%
2013/2014	358	51 14%	35 10%	271 76%	130	10 8%	61 47%	59 45%
2014/2015	349 96.7%	13%	30%	57%	350 97.0%	4%	10%	86%

*<http://www.calstate.edu/EAP/>

* <http://caaspp.cde.ca.gov>



The two circle graphs on this page provide a single-year snapshot of the EAP results for English and math as reported in the full chart on the previous page. This was the first year the test was administered in a computerized format.

The chart below shows the results of the past two years of the CST Science test for grade 10 life science. There have been positive movements from proficient to advanced and basic to proficient indicated by a 2% increase in percentage of students in those levels from 2014 to 2015. The school offers biology and honors biology to all students. Continued enrollment of freshmen and sophomores in this science course may be a contributing factor for the slight increase. However, the consistent percentage of students at the basic level needs to be addressed. The science department teachers will begin the development of their own Units of Study based on the Next Generation Science Standards in 2016. This will provide an increased focus on the CCSS and literacy in the sciences by including various performance tasks and pre and post assessments that will enable rigor and overall preparedness for future testing and lead to improved test results for all grade levels. The school will continue to promote enrollment in biology and honors biology to freshmen as a first year science course.

CST Science - Grade 10 Life Science

Result Type	10 2013-2014	10 2014-2015
Students Tested	373	364
Students with Scores	368	363
Mean Scale Score	318.7	321.5
% Advanced	5 %	7 %
% Proficient	20 %	22 %
% Basic	40 %	38 %
% Below Basic	20 %	19 %
% Far Below Basic	14 %	14 %

*Data collected from the California Department of Education – CAASPP Reporting

Graduation Rate: Cohort Data

Year	Cohort Students	Cohort Graduates	Cohort Graduation Rates	Cohort Dropouts; All Students	Cohort Dropout Rate	Cohort Dropout Rate: EL # %	Cohort Dropout Rate: SPED # %	Cohort Dropout Rate: SED # %
2014-15*	Not Available at this time			Not Available at this time				
2013-14	416	344	82.7%	60	14.4%	43 29.3%	<10 13.2%	55 15%
2012-13	387	338	87.3 %	39	10.1%	21 20.6%	<10 6.4%	37 10.1%
2011-12	449	394	87.8%	42	9.4%	18 12.4%	<10 5.6%	38 10.3%

Data collected from Data Quest (California Department of Education & School Q system*)

The cohort is the group of students that could potentially graduate during a 4-year time period (grade 9 through grade 12). The 4-year Adjusted Cohort includes students who enter 9th grade for the first time in the initial year of the 4-years used for the cohort. This cohort is then adjusted by: adding students who later transfer into the cohort during grade nine (year 1), grade 10 (year 2), grade 11 (year 3) and grade 12 (year 4); and Subtracting students who transfer out, emigrate to another county, or die during the 4-year period. Students who drop out during the four year period remain in the cohort, as well as students that complete 12th grade and exit the educational system without graduating. Students that take longer than four years to graduate or remain enrolled after four years are also included as part of the cohort.

The overall graduation rate for JVHS has maintained at a steady 87% rate the past few years. Per the data, this is slightly lower than the reported 89% - 93% of similar and neighboring schools. Despite a noticeable loss during the 2013-2014 year, the school makes every effort to implement interventions, programs, and processes that work towards improving the graduation rate. This is a major area of concern for the school and is a foremost goal in the revised Action Plan and corresponding Single Plan for Student Achievement.

Plans to achieve this goal include the continued implementation of the Units of Study in English and math where there is an increased focus on CCSS-aligned curriculum designed to engage and challenge students with performance tasks and assessments. Other core subjects such as science and history are also improving their curriculum and including more critical thinking questions and literacy projects. Rigor is being enhanced and promoted with more AP class selections. Many online JOLT courses and sections are offered for those students needing credit recovery to earn credits for graduation. The implementation and consistent use of PBIS with attention to positive behaviors also works toward this goal.

Other programs working toward improved graduation rates include the revival and consistency of SART and SARB meetings, increased academic guidance programs from the guidance coordinators, increased notifications and communication with parents when students are failing, and attention to attendance issues and non-responsive

parents/guardians. The refined Action Plan further details the many components of this goal that the school has been working with and also new systems that will be integrated starting second semester 2015-2016. The affirmation of the school's Core Values and consistent notion of building the school culture are also part of the plan to increase the graduation rate.

A-G Requirements

Year	Number of Graduates	Number Who met the A-G Requirements	Percent Who met the A-G Requirements
2014-15*	451	112	24.8%
2013-14	348	121	34.8%
2012-13	338	116	34.3%
2011-12	399	128	32.1%

Data collected from Data Quest (California Department of Education & School Q system*)

SAT Results

Year	Enrollment: Grade 12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number Scores >= 1500	Percent Scores >= 1500
2014-15*	386	159	438	447	439	Writing: mean score 43.7 Essay: 7.0	
2013-14	403	232	440	457	439	57	24.6
2012-13	405	173	433	456	441	35	20.2
2011-12	465	184	424	450	428	32	17.4

Data collected from Data Quest (California Department of Education & The College Board)

ACT- Average Test Scores: Five Year Trends

Number Tested		English		Math		Reading		Science		Composite		
Year	School	State	School	State	School	State	School	State	School	State	School	State
2015	69	121,815	19.2	22.1	21.3	22.7	20.5	22.6	19.9	22.0	20.3	22.5
2014	83	113,732	17.5	21.8	20.7	22.8	18.5	22.3	19.0	21.7	19.0	22.3
2013	98	107,243	18.7	21.6	21.3	22.8	19.1	22.3	19.1	21.5	19.6	22.2
2012	83	103,024	17.6	21.6	20.5	22.8	18.8	22.1	18.5	21.5	18.9	22.1

Data collected from ACT, INC- Confidential Report

Advanced Placement Exams: Five Year Trend

Year	Enrollment	Number AP Students Tested	Number of AP Exams	AP Students with Scores of 3+	Percent of Total AP Students with Scores of 3+
2014-15	1,608	202	354	73	36.1%
2013-14	1,651	244	517	98	40.2%
2012-13	1,655	281	527	103	36.7%
2011-12	1,874	235	433	103	43.8%
2010-11	1,911	199	388	90	45.2%

Data collected from College Board and CDE*

Jurupa Valley High School continues to strive in improving academic proficiency and preparing students for college and career. The data provided in the four charts above collectively demonstrate these student achievements. The school has a consistent rate of approximately 30% of students graduating with A-G completion. The school is currently working to improve this number, and the Action Plan goals address this need immediately.

College preparation testing results demonstrate student success, but also has low percentages of overall students participating and passing. Again, this need for improvement in students being college and career ready at graduation is addressed directly in the Action Plan goals.

Similar student data results are evident in the Advanced Placement chart above as well. The school has a consistent 12% - 14% participation rate in AP exams with a 36% - 40% achievement result. The school has set a priority goal to render students as college and career ready, and improvements in AP class offerings and number of students enrolled are a part of this goal. The district has approved additional AP courses that will be offered to our students, and the AVID program encourages students to enroll in at least one AP class per school year. The master schedule will be designed to offer additional sections of AP classes to challenge our students and improve achievement results and the number of students that are college and career ready at graduation.

Enrollment of AVID Elective Students

Year	Total Student enrollment at JVHS	AVID Elective Enrollment	Enrollment Percentage
2015	1,611	362	22%
2014	1,691	355	21%
2013	1,666	366	22%

Number of AVID Electives Offered and Average Class Enrollment

Year	AVID Elective Sections	AVID Sections per School Average	Students per Section Average
2015	11	11	33
2014	10	10	36
2013	10	10	37

Academic Outcome of Seniors Enrolled in the AVID Elective

Year	Enrolled in AVID at least three years	Completed four-year college entrance requirements	Took SAT and/or ACT exam	Took at least one AP exam	Graduated on time
2015	98%	98%	100%	88%	100%
2014	95%	100%	100%	98%	100%
2013	91%	100%	100%	83%	100%

College Plans of Seniors Enrolled in the AVID Elective

Year	Four-Year College			Two-Year College
	Applied	Accepted	Plan to Attend	Plan to Attend
2015	95%	90%	74%	26%
2014	100%	100%	88%	11%
2013	100%	98%	91%	8%

*Data compiled from RIMS/AVID data base.

The AVID program at JVHS continues to perform extremely well as indicated in the data charts above. AVID is very successful in student achievement results with A-G completion rates for seniors, college preparation testing participation, and AP class enrollments and exams. The program also maintains high college acceptance rates to both two-year and four-year colleges and universities. There is a direct relation between the success of the AVID students and the achievement results in the school's overall A-G completion rates, college testing, and AP exam results. AVID makes up

approximately 22% of our student population and this same 22% carries over to the achievement results for the school as a whole. For these reasons, the AVID program will continue to be a driving force on the campus to promote college and career readiness and increase future results. In addition, the school is investigating and implementing further avenues of student engagement, rigor, and success to improve the overall results in all these critical areas. The refined Action Plan details the components necessary to achieve the priority goal of preparing all students to graduate college and career ready.

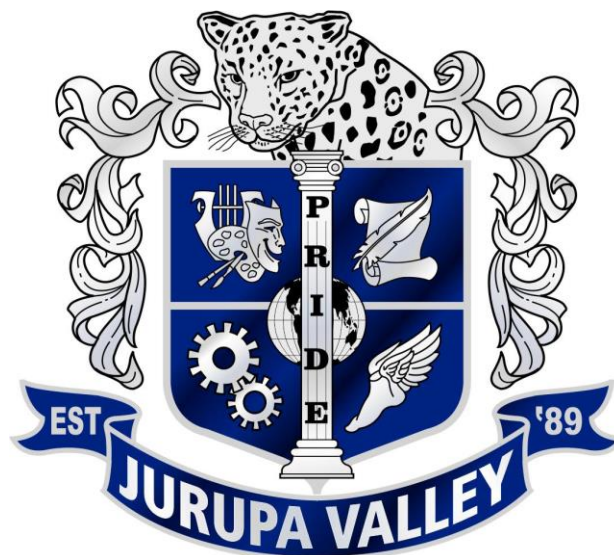




Chapter II: Significant Changes and Developments

Jurupa Valley High School has seen many significant changes and developments since our last full self-study in 2013. The main contributing factors creating these changes and developments include several administration changes, the district-mandated implementation of the CCSS-aligned Units of Study, the overall technology improvements and upgrades campus wide, along with the new requirement of computerized state CAASPP testing. All of these factors play a major role in the direction and focus of the school always moving forward with the focus on learning.

The following charts and bullet point narratives were generated from ongoing discussions and data reviews within the five focus groups and compiled accordingly. Each category describes the various changes and/or significant developments that have occurred over the past three years and the impact these changes have had on the school and staff, the curricular programs, and ultimately, student learning and achievement. These results and discussions have helped refine the school's Action Plan goals and formulate new elements of curriculum change, interventions, and student engagement with a renewed urgency and focus on student achievement.



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

Significant Changes	Impact	Supporting Evidence
<p>Several administration changes: Principal Mike West Jan. 2013 – July 2015 and currently Kimberly Corbin Aug. 2015 - present</p> <p>New Assistant Principal of Curriculum and Instruction Maureen Stevens - Aug. 2015 - present</p> <p>Assistant Principal of Student Services Marcy Hale was short term Aug. 2013 – Oct. 2015 and currently Jeff Wray Jan. 2016 - present</p> <p>Assistant Principal of Athletics, Activities, and Facilities Jeff Wray Sept. 2014 – Jan. 2016. Monika Montiel-Turner Jan. 2016 - present</p> <p>Improved attendance tracking and tardy passes</p> <p>Discipline procedures for OCS and detention include campus beautification, Saturday School, and late start day tardy sweep detentions</p> <p>Addition of one more person to campus supervisor staff</p> <p>PBIS school-wide</p> <ul style="list-style-type: none"> • Boys Town training • In-service at staff meetings 	<p>West and Corbin have initiated many new programs for the school that has in turn built up morale, culture, and overall sense of pride and accomplishment which leads to increased student achievement as seen in our test results.</p> <ul style="list-style-type: none"> • World’s Greatest High School • PRIDE program • School Crest and Core Values • Front office remodel • After school tutoring • Intensive CAHSEE intervention (now removed) • STEM program • Hall of Fame • Adult English Language Program • On-site Safety Program • More data collection (PBIS, attendance, suspensions) • More support for at-risk students • Incentives to improve attendance rate <p>Implementation of improved daily attendance tracking and number of tardy students.</p> <p>Reduced number of students serving OCS time and after-school detentions</p> <p>Benefits the campus and classrooms with beautification</p> <p>Improved lunch coverages out in the quad and other campus areas</p> <p>Faster response time for classroom and campus incidents</p> <p>Safer campus</p> <p>Additional back-up when responding to emergencies</p> <p>Recognition for positive behavior</p> <p>Improved system for tracking information</p>	<p>Campus banners and posters</p> <p>Front office layout and design</p> <p>Grade reports</p> <p>Test results – CAHSEE and CASSP</p> <p>Graduation rates</p> <p>Sign-in sheets and logs for tutoring</p> <p>Master schedule</p> <p>Course offerings</p> <p>Number of ticket sales</p> <p>Attendance/tardy data</p> <p>Attendance records</p> <p>Discipline and detention records</p> <p>Incident reports</p> <p>Time cards</p> <p>Online behavior data reports</p> <p>Detention and suspension data</p> <p>Attendance and tardy records</p> <p>Survey responses</p> <p>Student work samples</p> <p>Student work samples displayed in classrooms and around campus</p>

<ul style="list-style-type: none"> • Online behavior documentation • Incentive programs for students –PRIDE coupons and rewards <p>Restriction of on-campus activities if students accumulate excess tardy violations</p> <p>Implementation of school-wide classroom PRIDE activities at the beginning of the school year.</p> <ul style="list-style-type: none"> • Freshman assembly • Teachers wear grad gowns to promote importance of completion of credits and graduation • All classes participate in common/unified curriculum for the day <p>New forms for discipline that Guidance Coordinators use that address the core values</p>	<p>Core Values and PRIDE are taught and/or reviewed in all aspects of school – class, lunch, activities</p> <p>Ease of reporting/tracking minor disciplinary actions in the classroom via online behavior tracking system on Q</p> <p>However, lack of proper notification to GCs when a student reaches certain level of minor referrals, teachers and GCs face challenges in implementing further steps necessary in the discipline process.</p> <p>Class suspensions and detentions are not as easily assigned by teachers – PBIS areas of discipline procedures requires refinement and more attention from committee in conjunction with administration.</p> <p>Student ownership of their responsibilities and consequences</p> <p>Students are working harder to improve so they can attend school activities</p> <p>Positive response from everyone and ability to see it on the big screen in the office</p> <p>Improve the overall community</p> <p>Presents a unified front that we are working as a team</p> <p>Forms are streamlined and easier to complete</p> <p>Decrease in the number of students “hanging out” in the guidance coordinators’ offices</p> <p>Provides awareness and a connection between school activities and our core values</p>	<p>Video display in front office</p>
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Category B: CURRICULUM: Standards-based Student Learning

Significant Changes	Impact	Supporting Evidence
<p>Units of Study and Common Core implementation</p> <p>English:</p> <p>History:</p>	<p>Units of Study has impacted many core-subject teachers with district-mandated collaboration and creation on the overall development of the Units of Study and correlated performance tasks and assessments. These units bring a unified CCSS-aligned curriculum base to all students where sound achievement levels can be determined through the performance tasks and pre and post assessments. Site collaboration during weekly Data Team meetings provide the time for data review of the performance tasks and assessments.</p> <p>The Units of Study for grades 9 – 12 have been implemented, and continue to be revised. As the blueprint for the CAASPP has been developed, there has been a need to revise assessments and units. This is the case in both math and English. With CAASPP results and post assessment data, teachers are finding the need for revisions in the Units of Study. They are re-evaluating and revising the initial formats, text choices, and test questions. Teachers face the challenges of the ease of classroom implementation. Site members are providing revisions which continue to be reviewed by team members, but teachers struggle with the paradigm shift and the perceived loss of autonomy and choice, and this proves to be challenging. Performance tasks have been Integrated in English grades 9 - 12 through the Units of Study; there are 1-4 performance tasks for each unit</p> <p>History has implemented literacy strategies to support common core learning in the social science classes, such as higher engagement strategies for literacy, academic vocabulary, and DBQs (document based questions).</p>	<p>Units of Study for Math and English grades 9 – 12 on district website</p> <p>Student test results on EADMS and shared in Data Teams</p> <ul style="list-style-type: none"> • Agendas • Minutes <p>EADMS data</p> <p>Performance Task grades and student achievement/testing data</p> <p>Data from Assessments and performance tasks</p> <p>Master schedule</p> <p>Reports generated from program</p> <p>Grade reports</p> <p>Sign in sheets</p> <p>Class rosters</p> <p>Career Center data, reports, and student sign-in sheets</p> <p>AP Test results</p> <p>CAHSEE test results</p>

<p>Math:</p>	<p>Move to integrated math, which includes math review, poster projects, performance tasks, etc. one in every unit. A new textbook is being piloted for integrated math in algebra and geometry.</p> <p>ALEKS- a program that is designed to help students that are at the pre-Algebra level to help them develop grade level skills.</p>	
<p>RSP - Resource Specialist Placement</p>	<p>More sections of RSP classes, including world and US history, increase of classes in English (9-12 now, as opposed to 9-10 previously), and science. Additional support is given in math classes through instructional aides.</p>	
<p>Addition of honors biology and AP physics</p>	<p>Increased number of course offerings in each area- 3 AP biology, 3 AP physics, and honors biology offer more opportunities and achievement levels for our students.</p>	
<p>Development of STEM program to include implementation of Project Lead the Way</p>	<p>STEM with Project Lead the Way has added four new engineering classes as part of a four-year pathway. The new STEM program will impact student learning by bringing new technology and knowledge from the engineering field into the classroom to enable students to be college and career ready in the 21st century.</p>	
<p>English Language Learners</p>	<p>Rosetta Stone classes are being offered to English learners at levels 1-2 to help them achieve advancement levels in English language proficiencies.</p>	
<p>Collaborative class rosters- all students are on mainstream teacher's roster to qualify for grades and credits earned</p>	<p>Students are receiving primary instruction through mainstream teacher; the RSP teacher is a support for differentiation and team teaching.</p>	
<p>After-School tutoring</p>	<p>Teacher led tutoring includes support in core classes and previously CAHSEE prep. Tutoring is offered four days a week after school in the library.</p>	
<p>UC approval of floral design class</p>	<p>Floral design received A-G approval.</p>	

<p>Power Up! course</p>	<p>New course created as there was a strong need for a support class on the high school campus to facilitate the transition from academy to high school for the AAA students and others who would from this class.</p>	
<p>Career Cruising</p>	<p>Juniors and seniors participate in a computerized self- assessment of skills and interests to help guide them towards a college or career choice</p>	
<p>Additional courses</p>	<p>New and updated courses are being offered to help maintain students’ skills and interests in the 21st Century and to better prepare for college and career:</p> <ul style="list-style-type: none"> • Television Production • AP Art History (approved for next school year) • AP Physics • AP Euro History (approved for next school year) • Earth Space Science (previously Geophysical Science) • Honors Algebra II • Honors Geometry 	
<p>Intensive CAHSEE intervention program</p>	<p>Practice tests and lessons with tutoring that targeted specific standards for students in problem areas. This allowed students extra learning opportunities and preparation in order to achieve a passing or proficient score on the CAHSEE. Resulted in an increase in CAHSEE scores in both English and Math in 2014-2015. No longer in use to reflect State’s removal of CAHSEE test and requirement.</p>	

Category C: INSTRUCTION: Standards-based Student Learning

Significant Changes	Impact	Supporting Evidence
<p>Technology improvements in all classrooms include LCD projectors, document cameras, computers</p> <p>On-site Technology Coordinator</p> <p>District Tech Fest</p> <p>MOBI is coming for Special Education</p> <p>ALEKS- a computer based Math program for Pre-Algebra and Special Education</p> <p>New computer labs in library, new AP/testing computer labs</p> <p>Use of D.B.Q.s in English, History/Social Science along with high engagement reading and learning strategies</p> <p>Math is aligned with Common Core in Units of Study</p> <p>Essential Questions Balanced Math now being used in math classes</p> <p>After school tutoring in the library by credentialed teachers</p> <p>Foreign Language is more cultured based instruction and curriculum</p> <p>Common Core State Standards for literacy is implemented in classes to</p>	<p>Video announcements increase communication to students and staff.</p> <p>Projectors and doc cameras enhance instruction by making it easier to show students research techniques on websites, demonstrate step-by-step instructions, provide visual learning opportunities, etc.</p> <p>Math instruction has been revolutionized with document cameras and with school projection to show DESMOS and others.</p> <p>Special Education and Resource teachers received the training in October</p> <p>Training is still ongoing and no impact is available as of yet. Has its own 20 cart computer system that is mobile.</p> <p>Labs have been updated to fully accommodate a class of 36 students. Labs are always booked and being used consistently in all subjects which helps students with college and career readiness.</p> <p>Helps with students understanding of non-fiction readings.</p> <p>Used in Foreign Language as well as History and English.</p> <p>Document Based Questions being used in more subjects.</p> <p>Math is pressed for time, no time for review, homework,</p> <p>Less time is being spent on math-specific problems and more time is being spent on the process</p> <p>Enables time for students to receive extra help on assignments and improve grades.</p> <p>Improved technology in the classrooms provides more opportunities to implement videos and other visuals to enhance student understanding of the cultures presented.</p>	<p>Number of views on video announcements</p> <p>Tech Newsletter</p> <p>District Tech Fest</p> <p>Computer lab/library log book</p> <p>Upfront Magazine purchase for English classes</p> <p>DBQ manuals volumes 1 and 2 in English Dept.</p> <p>Units of Study for Math</p> <p>Poster problems, mental math, Daily math review</p> <p>Sign-in sheets</p> <p>Student writing samples</p> <p>Content lesson plans</p> <p>Data Team meetings</p> <p>Teacher sign-in sheet</p> <p>Sign-in sheets, record of visits</p> <p>Forms provided to teachers</p> <p>Budget forms</p>

<p>achieve writing across the curriculum</p> <p>Spec Ed/RSP roundtable meeting and notifications to teachers of student IEPs and 504s</p> <p>LCAP funds used to purchase ancillary texts for AP Language (11), AP Literature (12) and ERWC (12)</p> <p>Improvements in the Agricultural Learning Center (formerly "the farm") to increase student learning, involvement, and success</p> <p>STEM Equipment and C-building STEM Academy</p> <p>All Odyssey/JOLT (credit recovery) is updated to common core standards</p> <p>Math has a block support class</p> <p>Common Core has teacher role changing from Teacher to Facilitator</p> <p>Tech Coordinator teacher position</p>	<p>Collaborative assignments and tasks in CCSS help some students learn better in groups. Writing in more classes will improve writing skills across all subjects</p> <p>Math is implementing more discovery (group) work in the class structure</p> <p>Great Idea - Teachers were able to get information and talk with case carrier Room for improvement for next year's roundtable event.</p> <p>Students have opportunity to read updated texts and increase knowledge and preparation for AP testing.</p> <p>Students learn responsibility and our Core Values by participating in the agricultural classes and learning to maintain cleanliness and orderliness around animals.</p> <p>Students have more access to rigorous and relevant courses for the 21st century to help assure college and career readiness.</p> <p>Students can get A-G credit on second try</p> <p>Students are gaining access for more support for their Math understanding</p> <p>9th graders seem to have an increase in ability for 9th grade English after having Units of Study in place in 8th grade.</p> <p>Provides staff development and training opportunities for teachers to encourage and integrate technology and related programs and apps in the classroom, attend CUE conference, STEM Summit, various CTE conferences, etc.</p>	<p>School Site Council meeting agendas</p> <p>Student Plan for Student achievement</p> <p>Class rosters</p> <p>Grade reports</p> <p>Graduation rates</p> <p>Increase in Math grades in the lower levels per progress reports</p> <p>Student work samples</p> <p>Staff meeting logins</p> <p>Training sessions and sign-in sheets</p> <p>Monthly newsletter and shared site folder</p>
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Category D: ASSESSMENT and ACCOUNTABILITY: Standards-based Student Learning

Significant Changes	Impact	Supporting Evidence
<p>Two new testing computer labs with laptop carts of 40 computers each</p> <p>Common Performance Tasks and post-assessments in English & mathematics</p> <p>Use of Data Team time to disseminate student data amongst grade level teachers</p> <p>Changes in CELDT testing procedures to improve student results</p> <p>CAHSEE no longer required for graduation & increased emphasis on Common Core</p>	<p>Allowed CASPP completion. Provided technology, adaptive testing experience for students. Practice testing helped prepare students for actual test taking experience</p> <p>Fostered healthy discussions revolving around common core standards, assessment development and review of data Pre, post and progress monitoring assessments were developed Performance tasks assist teachers with adjusting curriculum and delivery of standards to better meet the needs of students Common assessments utilizing common language, creating more reliable data from school site to school site, fostering more meaningful collaboration between site educators</p> <p>Foster discussions regarding pacing, student performance, identifying factors that affect student learning, best practices, math and English pathways/scheduling sequencing Fosters cross curricular discussions and vertical teaming Social Science teachers have created common assessments, identified key vocabulary, created DBQs to foster higher levels of student thinking and deeper understanding of the standards</p> <p>Reduced the amount of time students are removed from instruction Promotes proper placement of students More reliable results & data Less student resistance to the test, better attitude towards the assessment Better understanding of reclassification criteria and enhanced collaboration with English department.</p>	<p>CASSP completion rates and test scores (provided bench mark data/reference point for teachers, admin, students and parents) Student exposure to assessment created less technical problems</p> <p>UOS assessments and assessment results Assessment data and best practices identified in Data Team minutes</p> <p>Meeting minutes Math Scheduling sequence produced by the Secondary Math Program Committee Social Studies common assessments and vocabulary lists</p> <p>Increased re-designation rate Parent letters Individualized score reports Data team minutes</p> <p>UOS, pacing guides, curriculum maps, assessments</p>

	<p>Still face challenge of reducing student loss of instructional time and class interruptions has led to open discussion of administering CELDT testing in summer/before school year.</p> <p>Shift in focus from CAHSEE standards/rubrics to Common Core/State Standards & CASSP assessments</p>	
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Category E: SCHOOL CULTURE and Support for Student Personal and Academic Growth

Significant Changes	Impact	Supporting Evidence
<p>Core values, school crest, and creation of PRIDE and attitude of World's Greatest High School</p> <p>Career Center improvements in location and offerings to students for workshops, FAFSA, Career Cruising, etc.</p> <p>Renaissance program to acknowledge and reward student academics</p> <p>PBIS rewards and incentive programs</p> <p>Ceramic tile art from students being adhered to exteriors of our campus buildings for public display.</p> <p>Air conditioning installed and working in the gym</p> <p>Front office remodel for Attendance and Receptionist</p>	<p>School atmosphere is more unified. Sports, clubs, academics have all come together and we all speak a combined language. The crest is collegiate, yet still represents all activities and helps set the standards we uphold for all students. The core values were created by all staff members during a two-day retreat. The core values are over-arching, visible, and integrated for all teachers and campus personnel to rely on and use to help support our students.</p> <p>The career center has moved to a more central location for ease of accessibility for all students. Students are connected and respond to the offerings and opportunities available. Increase number of students responding to summons and programs offered to visit the career center. Career Cruising is a new program we are implementing to help students test their skills, abilities, interests, aptitudes and then to search colleges, financial aid and scholarships. New full-time position of High School Counselor – College and Career Counselor has been established.</p> <p>Peer Leadership class re-established to promote Renaissance. Academic rewards to students and scholar athletes at every pep rally/assembly. Increase in gpa from one semester to the next is honored as well as overall gpa. Student of the month is chosen per department (taking turns) and a luncheon will be provided to those students in their honor. Notes and positive affirmation to teachers to acknowledge their daily efforts. Birthday cards are given to students and staff.</p> <p>PBIS continues with rewards programs for students. Blue PRIDE coupons also now go to teachers who participate. T-shirts were created and given away as an incentive item.</p>	<p>Data from surveys</p> <p>Crests</p> <p>Flags</p> <p>Classroom posters</p> <p>Beginning of semester PRIDE activities in all classes – posted in classrooms and around campus bulletin boards</p> <p>Statistics/data of 85% of 2015 seniors completed the FAFSA</p> <p>Increase number of students participating in workshops and programs, log in sheets, sign-ups for workshops</p> <p>Career Cruising data</p> <p>Blue PRIDE coupons</p> <p>Rewards and incentives received from local businesses</p> <p>Attendance and participation with the Adult English Language courses</p> <p>Teachers wearing gowns on first day activities</p>

<p>New office furniture for all clerks, secretaries, principals and GCs</p> <p>Adult English language classes</p> <p>InTouch phone system for parent notifications</p> <p>School Culture data team</p> <p>New clubs on campus</p> <p>Additional campus supervisor</p> <p>Late Start Day Tardy policy</p> <p>Video announcements</p>	<p>They were very popular with the students and staff. Students found increased motivation to do well and be involved and attentive in classes.</p> <p>Ceramics classes create a tile motif and then they are adhered to the exterior of our buildings for display. Instills a sense of pride and accomplishment for student involved in those art classes.</p> <p>Air conditioning in the gym has really promoted a strong sense of community with students, staff and local community because we now have a large central gathering place for functions, events, and ceremonies.</p> <p>The school has a feeling of being more open and welcoming. Looks professional, comfortable chairs for parents while waiting, parents can see people working, the big screen offers views into campus life for the public to see. Positive impact all around with this new level of professionalism and image.</p> <p>New furniture in office helps with safety and privacy issues for secretaries when dealing with students and parents. Increased sense of organization, clean and professional, more usable work space, uniform in style, all increases positive attitude with staff and community.</p> <p>Increased parent and community involvement with the Adult English language classes. Many were motivated to attend because child care was offered. Helping to build positive relationships with parents and community.</p> <p>InTouch phone system has positive impact with parents and community to hear information not only about individual students but also mass calls on school events and happenings. Promotes modern accessibility and connection with all parties.</p> <p>Creation of a School Culture data team has had positive impact on all people involved with campus via collaboration of cross-curricular</p>	<p>New furniture and office layout in front office</p> <p>Reports printed from InTouch system reflecting number of successful calls</p> <p>Attendance at clubs, activities, sporting events</p> <p>Data/numbers of tardy students on late start days (decreasing)</p> <p>Data/number of detentions served</p>
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	<p>teachers and staff. They create and compile student surveys, focus on PRIDE, support teachers, attend activities and sports, after school hours, tutoring, their overall involvement in school activities and opportunities.</p> <p>Students have shown increased pride and involvement with new clubs established on campus. Book Club, Movie Club, Go MAD, Creative Writing Club, Philosophy Club</p> <p>Additional campus supervisor was hired, also new uniforms for campus supervisors that students and staff can easily recognize give sense of authority and professionalism.</p> <p>Direct impact on students to learn of the importance of regular attendance and being on time with our new Late Start Day Tardy policy. All students tardy on Late Start are given an afterschool detention on the following day.</p> <p>Creation of video announcements to provide school-wide notice of programs, events, accomplishments, and general announcements. Positive impact with all students because they have visual for announcements and for those directly involved which has promoted a strong sense of pride and responsibility in our students as they are the news anchors and creators of the news program in the video production class.</p>	
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Chapter III: Ongoing School Improvement

Progress Report Development Process

Jurupa Valley High School has reviewed and utilized data for all aspects of its curriculum and programs since 2005 and the implementation of Data Teams. Teachers and staff have continually reviewed and disseminated statewide testing results, site and district benchmarks and assessments, and student report cards and classroom data to determine what students are learning and their changing educational needs. The teachers and staff have analyzed student data in weekly Data Team meetings, cross-curricular meetings, department meetings, Focus Group meetings, and other curriculum-based collaboration events. These multiple venues of data review remain an on-going process for JVHS.

The three main factors that have created the most influence for ongoing school improvement over the past three years are administrative changes, implementation of the CCSS-aligned Units of Study, and the new and improved technology in all classrooms. Through all these changes and improvements, Jurupa Valley High School remains dedicated in its focus on student learning and the critical areas of need for student achievement.

First, administration changes brought many new ideas and programs such as STEM and after-school tutoring. Student issues with discipline, detention, and tardy sweeps have been modified with a shift towards students being held accountable for their own actions and the responsibility and awareness of the school's core values to be identified and improved in themselves. The concept of the core values and motto of PRIDE has helped boost student morale and has created a more student-centered learning culture on campus.

Next, the district established the design and collaborative development of the Units of Study centered on the Common Core State Standards. The Units of Study are curriculum units comprised of content matter, instructional strategies, performance tasks, and assessments for each subject and grade level in math and English grades K–12. The district facilitated the collaboration of teachers from each of the high schools

to create subject-specific units and develop corresponding performance tasks and assessments based on the CCSS. JVHS math and English teachers were the first to work together as unit writers with fellow colleagues across the district in this development and classroom implementation process. The Units of Study and the resulting student assessment data collected from their application in the classroom continue to be reviewed and analyzed in weekly Data Team meetings. The pre-assessments, performance tasks, and post-assessments provide immediate feedback and data that teachers utilize for analysis purposes in individual classrooms and department collaborative meetings. Technology helps improve this process by enabling post assessments to be administered online with collective student data captured via the EADMS system for further analysis. Teacher discussion and analysis of the resulting site data helps drive instruction and maintain focus on student learning and achievement.

Thirdly, the new and improved technology equipment, programs, and applications campus-wide have strengthened the focus on student learning and the principles of 21st Century education. All classrooms have LCD projectors, teacher laptops and docking stations, and document cameras. This allows for improved instruction, presentations, and demonstrative lessons. Students respond favorably within the realm of their various learning modes enhanced with these technology tools. Also included are updated computer labs in the library which allows more student access and allows teachers to modify assignments and create more college and career-ready tasks that students can perform and complete on the computers.

To fully capture all these school improvements and to prepare for the 2016 Mid-Cycle Progress Report, the WASC Coordinator revived the previous Focus Groups (with necessary staff additions or deletions) and designated select dates of collaboration time to meet, discuss, and report on the significant changes and progress on the Action Plan since 2013. The focus groups were given specific report-based tasks at each meeting that enabled teachers and staff to revisit the Action Plan and critical areas of need as well as collaborate and detail the significant changes and developments that have

transpired since the last full study. Each group generated feedback and details and this information was compiled and edited into the report by the WASC Coordinator.

Jurupa Valley High School has consistently used collaboration time and data as well as teacher and administration leadership concepts to drive its instructional programs and develop interventions and support for student learning. Jurupa Valley High School remains steadfast in the commitment to uphold regular school-wide dialogues regarding the significance of student data to determine what the school is doing well and what steps should be taken next in this on-going self-study process.



Chapter IV: Progress on the Critical Areas for Follow-Up within the School wide Action Plan

From the 2013 full self-study, the Visiting Committee gave Jurupa Valley High School the following commendations on our school-wide areas of strength:

1. JVHS should be commended for the quality of the report and the involvement of appropriate stakeholders.
2. JVHS offers many supporting programs and courses that engage and encourage students in their academic growth.
3. Departments and programs work together to create a positive, clean, and attractive campus.
4. JVHS has a staff that relates well with students and parents, which has built a supportive climate for learning.
5. Departments are to be commended for their development and implementation of common assessments.

The Visiting Committee also designated six items as Critical Areas for follow-up, many of which are included in the Action Plan:

1. Increase the school-wide focus on research-based instructional strategies.
2. Continue to integrate technology into the classroom by exploring all available resources.
3. There needs to be a consistent use of ParentConnect by all staff members.
4. Assure time for Data Teams to analyze student achievement data concurrent with working on curriculum maps.
5. The school needs to ensure that EL students receive appropriate support.
6. Continue to work on increasing parental involvement in the school.

In the on-going implementation of the school's Action Plan, the four goals and related tasks were under continuous review with data analysis performed by Data Teams, teacher leadership, and administration. Various academic initiatives and curricular focus were instituted to achieve the Action Plan goals and address the critical areas for follow-up listed above. Most recently, the Focus Groups met an additional five times to examine and consider the extent to which the school has addressed the critical areas

and accomplished these recommendations under the realm of the four goals in the Action Plan. The resulting data and information is cited here for each recommendation.

1. Increase the school-wide focus on research-based instructional strategies.

This recommendation was addressed in the 2013 Action Plan under Item #1 – Improve student performance by paying special attention to specific subgroups (EL, GATE, SPED). Task 1.1 Increase use of performance based assignments and projects, and Task 1.2 Continue to revise curriculum maps to include common core standards.

This goal is continuously addressed with the curricular programs of JVHS. The previous curriculum maps have been replaced with the implementation of the Common Core State Standards and the district-mandated development of the Units of Study in both ELA and math. Balanced Math was integrated within the instruction in all math classes which includes research-based strategies such as daily review and writing. In ELA, the Units of Study have incorporated performance tasks and assessments derived from the CCSS. There are instructional coaches for both ELA and math within the district that all teachers can collaborate with for instructional strategies. The history department has adopted a DBQ project focusing on more direct focused questions and writing as part of the CCSS literacy across the curriculum.

Numerous teachers increased their usage of notes, summaries, collaborative group projects, vocabulary, collaborative research projects, and non-linguistic representation assignments (graphs, pictures, etc.)

The Read 180 Program is a research-based program and the school continues to take measures to determine which students should be appropriately placed in the classes.

There is also an increased use of project-based and inquiry-based learning. For example:

- In ELA, performance tasks and performance assessments are part of the Units of Study.

- Science incorporates general labs into the curriculum, which incorporates critical thinking and exploration.
- The history department is working with DBQs where they have to analyze a research question, use documents to support their views, and synthesize ideas.
- In math, specifically in honors geometry, students are engaged in projects that require them to incorporate process writing through critical thinking and creative strategies
- Project Lead the Way in the STEM program has been implemented providing many hands-on projects and assignments in the realm of engineering.
- Units of Study post-assessments in ELA include constructed responses and are completed and submitted online.
- CTE classes use business related software and training techniques to teach and prepare our students for careers. The students earn certificates of completion such as Microsoft IT.

2. Continue to integrate technology into the classroom by exploring all available resources.

This recommendation was addressed in the 2013 Action Plan under Item #4 - Improve integration of technology to enhance instruction. Task 4.1 Find fiscal resources to update computers, purchase projectors and document cameras and purchase other technology that is curriculum specific, and Task 4.2 Share what techniques and uses of technology are being done in classes now.

A combination of district funds and LCAP funds have allowed JVHS to obtain many new and updated technology devices and programs for classrooms and courses over the past three years. To begin with, the two main computer labs in the library were rearranged, remodeled, and updated with 36 computers in each to accommodate a full class of students. The school purchased resources for two additional computer labs composed of laptop carts. These labs were initially designed to accommodate the new state SBAC testing which will continue and are also being used for the Units of Study

post assessments and honors/AP class use when needed. Access to these computer labs allows the ELA department to interface with the district's EADMS system to upload and administer the Units of Study assessments and to collect and store student results data. Other course technology upgrades include the Special Education department where teachers received MOBI systems and are currently receiving training. The math department is in the process of textbook adoption and both textbooks the teachers are considering incorporate technology in lessons and assessments which will increase the use of the computer labs. The district is in the process of a pilot program with JVHS where six classrooms will have individual Chromebooks carts for student use. There is also discussion to issue Chromebooks to every student starting in the 2016-2017 school year.

The classrooms have been updated with projectors and document cameras. Teachers received laptop computers with docking stations. This allows for enhanced instruction via the use of PowerPoint presentations, videos, online research, and other educational apps. This also allows teachers the capability to assign students different computer-based assignments such as power points, Google Docs, engineering graphics, and other visual/technology presentations. Students have access to graphing and scientific calculators for use in math classes. Wi-Fi is available to all students on campus to allow them access on personal mobile devices. There is also a computer station in the main office lobby for parent use.

The school has a new remodeled Career Center with updated technology for student and parent use in researching and applying for colleges. These items are also used by college, military, and career recruiters for their presentations. Career Cruising is a new computer program used in the Career Center for students to assess and explore their skills and aptitudes and match them to college and career options.

These new technology advancements were eagerly accepted by the teachers at JVHS and they were successfully integrated into the classroom curriculum and lessons. To begin with, students are encouraged to conduct more research-based activities and writing assignments facilitated through the four available computer labs. Courses that require technology as part of the curriculum have computers directly in the classroom for student use (Rosetta Stone for ELD instruction, video, business, computer graphics,

CTE classes). Teachers are also adopting and integrating programs to help facilitate learning such as Turnitin.com, Google Docs, Office 365, Google Drive, and MOBI.

The new STEM and engineering classes have a 3D printer, use auto Desk Inventor and 3D modeling software, and Robot C computer programming software. AVID teachers and others have begun using Khan Academy in their classes. Google Docs is used more often this year. Students can access their written assignments and reports via Google Docs and upload the assignment to Turnitin.com creating a virtual paperless classroom. Plickers has been presented for future classroom use as a way to assess students in the class using smartphone/iPad technology. All teachers use Q Gradebook which allows students and parents to view assignments and grades online and be more informed, involved, and aware of student progress.

Math teachers have greatly increased their use of technology. Photo math is an app encouraged by math teachers that students can use at home. QR codes on the math pages can be scanned and will bring up tutorial videos to help students learn away from the classroom. Desmos math can be accessed with our new technology upgrades. ALEKS is being used for Pre-Algebra and Special Education math classes. Math is currently piloting an online homework program called Math XL.

Jurupa Valley High School has a newly designated Technology Coordinator as a stipend position for interested teachers. The teacher currently in the position offers training and instructions on new/current technology-based instructional programs/apps. The Technology Coordinator has created a shared file in OneNote, an online notebook storage for new technology apps and programs suitable for classroom instruction. She offers training and information during staff meetings and has offered after-school sessions for teachers to voluntarily attend. The district presented Tech Fest, a showcase of technology programs suitable for classroom instruction. The training sessions were developed and taught by fellow teachers in the district.

All of these and more are being implemented every day in the classrooms. Each of these, in turn, help bring the students of JVHS into the 21st Century of learning and more fully prepare them for college and career. These listed items under technology

continue in the refined Action Plan under goal #2 - *Increase all stakeholder engagement* and #3 - *Utilize technology to enhance stakeholder learning and communication*.

3. There needs to be a consistent use of ParentConnect by all staff members.

This recommendation has been addressed in the 2013 Action Plan under Item #3 - Improve communication and involvement of all stakeholders. Task 3.1 Improved use of Tele-parent, ParentConnect, StudentConnect, and Task 3.2 Q/Zangle Gradebook for teachers.

Beginning with the 2013-2014 school year, all teachers were required to use the district's online Q Equitas gradebook (formerly Zangle) and 100% compliance was achieved. Q Equitas is the sole student record and grade program used by the school and all staff. The Q gradebook allows parents and students to check attendance, assignments, and grades online. Parent participation and access to the system is encouraged at all times. ParentConnection is promoted during summer registration, personal office visits, teacher phone calls, and any other daily interaction with parents. Parents can enroll in the program and receive their passwords directly in the front office with the help of the receptionist and other clerks. Additionally, there is a designated parent computer station in the lobby so that parents can log in and check ParentConnection while on site.

Students have access to their own grades and assignments in the same manner through StudentConnection. Students do not need to register for a password, they simply login using their student ID number and chosen password associated with their account. All students are familiarized with this process beginning in their freshman year.

In conjunction with ParentConnection, parents receive information about their students through the use of the InTouch phone message system. InTouch is an automated calling system that replaced the Tele-parent system two years ago. InTouch can send mass calls out to all families with a school wide message or it can be accessed individually by teachers with pre-recorded messages sent to parents of an entire class or as an individual student concern. There is a wide selection of pre-recorded messages for teachers to choose from: both positive and negative reinforcement. Teachers can

access reports to verify the percentage of calls that were successfully received by parents.

These beneficial grading and information programs utilized by teachers, parents, and students will continue as a vital part of the refined Action Plan as detailed further in Chapter V.

4. Assure time for Data Teams to analyze student achievement data concurrent with working on curriculum maps.

This recommendation has been addressed in the 2013 Action Plan under Item #1 - Improve student performance by paying special attention to specific subgroups (EL, GATE, SPED). Task 1.2 Continue to revise curriculum maps to include common core standards, and Task 1.5 Identify classroom subgroups early in semester.

The district continues to mandate collaboration time for teachers and has accounted for weekly Late Start days in the annual school calendar. This weekly allotment of time (7:30 – 8:45 a.m.) is utilized by Data Teams to discuss student achievement, review data, share instructional strategies, and revise the Units of Study. The Units of Study replaced the curriculum maps from three years ago and were developed district-wide integrating the Common Core State Standards. Math and ELA use pre and post assessment data and performance task data to analyze student achievement. Other departments are using the Data Team meetings to discuss and analyze student achievement on their subject's assessments.

These weekly Data Team meetings provide beneficial time to closely analyze student achievement data and test results based on the diverse students such as honors/AP, ELs, or RSP students. To further help with this, the Special Education department held a roundtable event where pertinent student IEP and 504 plan information was distributed to all teachers. This allowed teachers more timely identification of student subgroups in the classroom which in turn helped them focus on specialized instructional strategies and other classroom modifications necessary to accommodate the IEPs, 504s, RSP students, and EL students. Early notification is the key to appropriate instruction and more accurate student data and achievement levels as desired in the refined Action Plan.

5. The school needs to ensure that EL students receive appropriate support.

This recommendation has been addressed in the 2013 Action Plan under Item #1 - Improve student performance by paying special attention to specific subgroups (EL, GATE, SPED). Task 1.1 Increase use of performance based assignments and projects, and Task 1.5 Identify classroom subgroups early in the semester.

English Language learners currently have access to the curriculum through instructional models as determined by the district. The current district model places students according to CELDT level, district profile levels, and other available testing information. The district will be using CELDT testing for one more year as testing is expected to change with the adoption of the new ELD framework. While the administration of the CELDT test continues to be improved by means of timeliness and ease of administration at JVHS, the school is currently discussing the possibility of administering the CELDT test to EL students during late July and early August before the start of the school year. The primary reason for this shift is to have students out of class less while continuing to focus on the importance of the test. In addition, the district is currently developing a tool for monitoring student progress that more closely aligns with the new framework and Common Core State Standards to replace the previous tool used to determine profile levels.

Based on the information available, students that are designated for sheltered instruction are placed in a designated sheltered class for support when appropriate. In sheltered classes, students receive support through their primary language when possible, as well as through appropriate modifications as determined by the individual teacher. Students in sheltered classes include students who are at the beginning levels of ELD through Long-term English Learners. Teachers with sheltered classes are given a separate roster that lists EL students, along with their current levels, for easy identification. Currently, sheltered classes are available for all core subject areas, and teachers use SDAIE and SIOP strategies to differentiate instruction. Bilingual language tutors are placed in classes according to scheduling needs on a rotating schedule. Currently we have four bilingual tutors, but there is a need for more.

Students enrolled in ELD 1 and 2, as determined by their test data and evaluations, receive instruction through a hybrid model that includes the Rosetta Stone language software and direct instruction. These students are currently in classes for one hour of language instruction. Students in ELD 3 are concurrently enrolled in an English language arts class at their grade level, which currently use the Units of Study, and they receive academic support and instruction in the designated ELD 3 class. These students are currently at level 3, as determined by the CLEDT, and the majority are classified as Long Term ELs (6 or more years as English Learners).

Jurupa Valley High School has also extended the use of Rosetta Stone software to parents in the community. Classes are free, but are limited in enrollment by licensing and computer access. Those who attend are required to attend four days a week for two hours per day. Interest and enrollment has continued to increase for these classes. Parents are also invited to attend ELAC and School Site Council meetings where translators are made available to them.

6. Continue to work on increasing parental involvement in the school.

This recommendation has been addressed in the 2013 Action Plan under Item #3 - Improve communication and involvement of all stakeholders. Task 3.1 Improved use of Tele-Parent, ParentConnect, StudentConnect, and Task 3.2 Q/Zangle Gradebook for teachers, and Task 3.3 Increase opportunities for parent involvement in college planning and financial aid workshops.

Parent involvement and communication remains an on-going goal for JVHS and many improvements have been made. The school has replaced the Tele-Parent phone system with the InTouch phone system to communicate concerns and information to parents. This system allows teachers to select from a variety of pre-recorded messages that can be sent to send to parents of the entire class or to an individual student's parent. This system is also utilized by administration and district personnel to generate mass calls to all JVHS parents in regards to important school-wide information.

According to the increased number of enrollment and password request documents, parents have increased their use of ParentConnection, the online student grade and assignment monitoring component of Q gradebook. Parent participation and enrollment

is encouraged during registration and with general parent contact by teachers and staff. Passwords to access the ParentConnection system can be assigned immediately on site versus going through district personnel. There is also a designated computer in the main lobby for parents to access their ParentConnection account while they are on site. Students have immediate access to their grades and assignments through StudentConnection via their student ID number and login. All teachers are 100% compliant with utilizing the Q Gradebook system making all student information in regards to grades and class assignments available to both parents and students.

Jurupa Valley High School has a designated school website, Instagram, Facebook, YouTube page for video announcements, and Twitter. There is a new large monitor in the lobby that parents can view and receive current information about the school. Written and verbal communication is more frequently sent home in Spanish and English. Progress reports are hand delivered to parents via the students. Parent notification of testing dates and other information is more expedient by being provided through letters home, the marquee sign, the InTouch phone system, and parent information nights. Parents are required to attend freshmen registration during the summer and go to orientation as well. Parents are now required to attend a re-entry meeting for any student with a multiple day suspension.

The Career Center offers students and parents many opportunities for college planning and financial aid workshops. The Career Center has a clerk and a new full-time high school counselor that works specifically with college and career planning. They send home announcements of college field trips and important SAT/ACT testing dates as well as ASVAB testing and other career oriented assessments. They invite college representatives and military recruiters to give presentations to students and parents and they help students with college applications and scholarship searches during school. In addition, the Career Center conducts annual college application and financial aid workshops for students and parents. They consistently provide updated information and offer various meeting times that are convenient for working parents. The meetings are held in the computer labs so students and parents have immediate access to computers to complete applications for college and financial aid and submit online. Translators and child care are always provided.

Spanish-speaking parents are encouraged to enroll in and attend the free Rosetta Stone classes to learn English and in turn help support their own student's learning. Childcare is offered to parents who attend. These parents are encouraged to attend and participate in the ELAC meetings and become members of School Site Council. Teams and clubs and organizations continue to invite parents to events/meetings on and off campus. For example, FFA has seen an increase in parental involvement through volunteer hours on the farm and with 15-20 parents participating in the booster club each month. Other opportunities for parent and stakeholder involvement include sports booster clubs, Back-to-School Night, and incoming freshman meet and greet orientation night.

JVHS is consistently striving to involve parents with the important issues and activities of their students. This remains an active goal in the refined Action Plan described in Chapter V.





Chapter V: School wide Action Plan Refinements

The school-wide Action Plan from the full self-study in 2013 is immediately and consistently implemented. Continuous review of student data provides valuable information in regards to the changing needs of the students and identification of areas of strength and weakness in the curricular programs. In order to maintain the focus on student learning and achievement, changes and revisions are an ongoing process for the school and modified in the Action Plan. A renewed focus on student learning and achievement enabled by technology advances and the new online state testing has prompted multiple changes in academic programs and thus created necessary refinements to the Action Plan.

The previous goals and tasks were on-going and continuously analyzed throughout the past three years during Data Team meetings, faculty/leadership meetings, Focus Group meetings, and School Site Council meetings. It has been necessary to take into consideration the many new developments and program changes prompted from new administration, student data results, and technology advances to refine and update the Action Plan as the school moves forward. Additional contributing factors for said refinements include the development and implementation of the CCSS-aligned Units of Study, state and district online testing, as well as the STEM program. With these components and relative student achievement data, the Action Plan will continue to be refined by teachers and administration, the School Site Council, and through the WASC self-study process.

Many of the outstanding programs, instructional strategies, and faculty dedication to student learning and achievement are highlighted in this mid-cycle report. The school continues to make great strides in the focus on learning as evident in the student performance data and strengthened focus on CCSS-aligned curriculum and instruction. Increasing student achievement while balancing and improving standards-based instruction, assessment, and other programs to support students is always a top priority for JVHS.

The Action Plan from 2013 was developed according to the student achievement data and corresponding needs of the students at that time as determined through the WASC

self-study process. The Focus Groups, Home Groups, and administration teams analyzed student data and achievement results to identify the school's strengths and weaknesses. From this analysis, the main goals were developed to promote ongoing school improvement and increase student achievement. The 2013 Action Plan detailed four main goals: 1) Improve student performance by paying special attention to specific subgroups (EL, GATE, SPED). 2) Improve student options for credit recovery, alternative learning, and enrichment opportunities. 3) Improve communication and involvement of all stakeholders. 4) Improve integration of technology to enhance instruction.

Since that time, continual review of student data and other significant changes and developments have prompted further refinements and revisions to the Action Plan. These essential refinements were created in conjunction with the analysis of student achievement results and a corresponding focus on areas of need for student academic success. Additionally, the revisions incorporate the goals approved by the School Site Council in the Single Plan for Student Achievement which in turn guides the designation of LCAP funds. Jurupa Valley High School was successful over the past three years with the initial goals, however, moving forward, it is necessary to refine the Action Plan to three main goals and corresponding tasks that encompass the previous four goals but also meet the current needs of the students and align more effectively with the Single Plan for Student Achievement.

Action Plan Refinements are:

Goal #1 Students graduate college and career ready.

This newly stated goal was developed with the thorough analysis and examination of student achievement data along with valuable feedback from the Focus Groups, Data Teams, department meetings, and administration. This overarching goal and related tasks have already prompted many improved academic programs and curricular changes that focus more substantially on current student need and achievement data. The previous action plan items one and two have been neatly collapsed into this all-encompassing goal that more successfully addresses the overall focus on learning and aligns with the pertinent tasks necessary for fulfillment.

Task 1.1 – Increase student interventions. This task promotes a positive purpose and movement towards the focus on student learning and college and career readiness. The school will continue with the Algebra 1 block-schedule class to improve math scores as evident in the data. The implementation of Integrated Math in 2016 and the requirement of a third level of math for graduation will improve scores and boost college and career readiness for all students. The recent data results will be the baseline to measure student improvement over the next years. Credit recovery opportunities through JOLT classes will continue to help raise the overall graduation rate. The ALEKS math program in Special Education and mainstream classes along with Read 180 and Power Up! class will continue to provide intensive intervention in a small group setting. Other tasks under this goal include expansion and/or enhancements to the AVID program, the Renaissance program and activities, and summer school offerings for remediation and advancement.

Another important component of this task involves the identification of students who require differentiation such as RSP, EL, and GATE. Early and consistent notification to teachers in regards to these students is imperative to allow for appropriate seating, classroom modifications, and differentiated instructional strategies as deemed necessary. This identification process has been enabled in the Q gradebook system by the placement of identifier symbols under student records that are listed on various class rosters for immediate teacher review. Informal meetings between case carriers,

EL, AVID, and GATE Coordinators and teachers will continue. Also included will be the Special Education roundtable event that incorporates discussion and distribution of student IEP and 504 plans to teachers. The possibility of administering the CELDT test during July and August, before school begins, will improve the timeliness of notification to teachers of EL students in their class and will also eliminate a loss of instructional minutes for those EL students when they test during the school day.

In addition, the guidance coordinators and administrators will continue to work with multiple agencies to provide further options for those students in need of credit recovery or other learning environments in order to be successful and graduate. This includes, but is not limited to, transfers to Nueva Vista continuation high school, Rivercrest Preparatory school, or enrollment in RCC Gateway to College, ACCESS, and Options for Youth learning centers.

The parties responsible for this task will be teachers, students, guidance coordinators, site administrators, department chairpersons, and special coordinators, etc. This task is immediate and ongoing in the school's efforts to maintain focus on student learning and increase student achievement results. Success will be measured by an increase in class pass rates, test scores, graduation rates, etc. A full list describing the implementation, those involved, and the means to measure success can be found in the complete Action Plan grid following this narrative.

Task 1.2 Continue to develop and implement CCSS curriculum, assignments, assessments, and projects for core subject areas. The goal of creating college and career ready students starts with the district-mandated Units of Study implemented in English and math. These units are aligned with the CCSS and include performance tasks and pre and post assessments. The units are developed by volunteer teacher writers from each grade level, subject, and school. Data Team members at the site level can offer suggestions for revisions and edits to the units according to student results and ease of classroom implementation.

The math department will begin the transition to the Integrated Math program and this will be incorporated into the Units of Study. Integrated Math and the district's recently approved third-year math requirement for graduation (for classes graduating in 2019

and after) is aimed to help students be more prepared for college and career and increase achievement results over time. This transition in math will be challenging for teachers and students, and it is expected that results may be lower in the first two years. Both math and ELA are piloting in-district online testing for the post assessments.

Science teachers will begin the process of developing Units of Study based on the Next Generation Science Standards. Social Science teachers are working with a DBQ system and will also begin the process of developing Units of Study. These will all include CCSS literacy standards and project-based learning modalities.

Advanced Placement classes will continue to ensure rigor and college readiness. New course offerings including this year's AP Physics and newly approved AP European History will advance our students. The AVID program will continue to encourage students to enroll in Advanced Placement classes to assure college preparedness. Advanced Placement teachers will attend appropriate Advanced Placement training to allow them to expand their capacity to help students successfully complete the Advanced Placement courses and corresponding exams.

The school will continue to develop the new STEM program and build related career pathways through additional courses. Investigation and development of the current Career Technical Education and related pathways will further prepare students for internships and careers.

All of these tasks will be part of the design of a student-centered Master Schedule to ensure that students have opportunities to complete courses and pathways that prepare them for college and career.

The responsible parties for these tasks will be teachers, students, Units of Study writers, data teams, guidance coordinators, administrators and district personnel to name a few. This will be an ongoing task in the years ahead as the school aligns curriculum to the CCSS, the Next Generation Science Standards, and others in the process of development. The school will know it is successful by reviewing the Units of Study, reviewing student data and seeing improved results in test scores, class grades, EAP scores, CAASPP scores, graduation rates, and levels of student engagement and positive behaviors.

Task 1.3 Focus on school wide literacy. It has been determined that writing is essential in all classes according to the subject areas and writing styles that are appropriate for those subjects. The school will continue to identify effective literacy strategies and an awareness of priority ELA/ELD standards and share with staff. Departments and Data Teams can create and develop writing assignments that cover the scope and style of each subject area appropriately as well as use the Units of Study performance tasks. History and social sciences will utilize the DBQ system and other writing strategies.

The school will continue the READ 180 program as a small group intensive intervention to boost literacy. There is discussion and movement to begin administering reading assessments/normative reading tests to incoming 9th grade students and to current 9th and 10th grade students to ensure early identification of students needing intensive interventions and to measure progress of placed students.

Those immediately responsible for this task will be teachers, data team leaders, and site and middle school administrators. Success will be measured by reading and writing performance improvement, increase in EAP test results, CAASPP results, AP test results, performance task results, class grades, and graduation rates.

Task 1.4 Increase and enhance academic and career counseling. It is evident in the student data that overall academic and career counseling must be addressed to assure that students are college and career ready. This begins with continued efforts by the guidance coordinators, career counselor, and career center objectives. The guidance coordinators and career counselor will conduct more classroom presentations including evening seminars in regards to college entrance and application requirements, the financial aid process, as well as Career Technical Education and STEM pathways available. Guidance coordinators and the career counselor can meet with students to conduct career interest inventory assessments and collect student information to help develop pathways and revise student five-year plans. The career counselor, career center tech, and AVID coordinators can plan field trips and guest speaker events that assist students with college and career interests.

Guidance coordinators, department chairpersons, and site administrators will collaborate and design a student-centered master schedule that offers opportunities for enrollment in pathways, A-G courses, credit recovery, and enrichment electives.

In addition, the guidance coordinators and administrators can assist with articulation and collaboration of normative reading tests to assure appropriate student placement. They can also assist in the identification of academically struggling students and create systems to meet with parents and students to provide interventions, support, guidance, and monitor progress more closely. Guidance coordinators and administrators can also conduct consistent SARB parent/student meetings as well as participate in home visits of non-attending students and nonresponsive parents.

Furthermore, students may attend counseling groups that assist with contemporary issues related to peer pressure, effects of drugs and alcohol, grief and loss, anger management, and social skills. Each of these components are vital and important issues in helping students improve academic success and be fully prepared for college and career.

Those responsible for this task will be guidance coordinators, career counselor, career center tech, administrators, SRO, teachers, students, parents, etc. Improvements will be measured by an increase of A-G completion rates, college aptitude test scores, and graduation rates to name a few indicators.

Goal #2 Increase all stakeholder engagement.

Task 2.1 Increase opportunities for stakeholders to participate in school events and contribute to school culture. Low attendance rates and minimal parent involvement as discussed and identified by the Focus Groups has initiated the need to increase engagement and participation of all stakeholders in multiple school events. Invitations and notifications will continue to be sent out and advertised on social media and the school marquee for parents to attend events such as plays, concerts, athletic events, competitions, fundraisers, awards assemblies, banquets, booster clubs, Back to School Night, board meetings, and graduation.

Task 2.2 Increase opportunities for stakeholders to engage in school related decision making processes.

The school will continue to recruit and encourage parents to participate in the School Site Council to evaluate, review, and revise the Single Plan for Student Achievement and allocation of LCAP funds to meet developed school wide goals. These stakeholders will also be encouraged to attend and participate in ELAC and DELAC meetings.

Parents and community members will be invited to participate in school related booster clubs, events, and fundraisers. Sponsorships and community business partnerships can be nurtured.

Task 2.3 Increase opportunities for parent and student involvement in developing students' five year plans and preparing for post-graduation college and career plans.

This particular task not only aligns with the notion of fully preparing students for the rigors and expectations of college and career, but it also specifically takes into consideration increased parent involvement with a student's future college and career plans. The school has created a certificated career counselor position that works in the Career Center to provide guidance to students and parents regarding college and career readiness. The career counselor and career tech will administer career interest inventories and aptitude tests and use results to guide parents and students and revise five year plans. They will plan and inform students and parents of college-related field trips, admission representative visits, and scholarship opportunities.

The guidance coordinators will work with the career counselor to conduct class presentations regarding A-G requirements and career pathways offered through STEM and CTE.

The career counselor, career tech, and guidance coordinators will work together to develop and host various parent and student workshops and information sessions related to CTE and STEM pathways, college admissions requirements, financial aid, and scholarships. These workshops can be offered in the late afternoon and evenings for the ease and convenience of parents. Refreshments and childcare can be provided as further incentive to attend. The newly expanded computer labs will be a great help in

providing more opportunities for students and parents to work hands-on and complete the application processes and other research during the hosted events.

The parties responsible for the continuation of this task will be the career counselor, career tech, guidance coordinators, students, parents, and administration. The school will measure success with an increased number of students applying for college and financial aid and an increased number of parents attending these workshops and other career center sponsored events.

The career center, guidance coordinators, and AVID program participation are key to increasing the school's desire to have all students graduate college and career ready. This can be measured with an increased number of ACT/SAT test takers, college acceptances, scholarships earned, and overall graduation rates.

Goal #3 Utilize technology to enhance stakeholder learning and communication.

Task 3.1 Continue use of InTouch phone system, ParentConnection, and StudentConnection. Teachers will continue to use the Q Equitas gradebook system and the InTouch phone information system to create uniformity with grade reporting processes and assignment availability when parents and students access their ParentConnection and StudentConnection accounts online. The school will continue to promote and encourage parents to enroll in ParentConnection. Students will be encouraged to be proactive and access their StudentConnection accounts to monitor their own academic progress.

Task 3.2 Utilize technology to communicate school and student related events and achievements to stakeholders. The school will continue to utilize and promote Twitter, Remind.com text system, school website, Facebook and other social media platforms to communicate school events and achievements to stakeholders and the community.

Task 3.3 Implement technology into classroom instruction, learning and assessment.

This task will play a vital role as the school moves forward in the realm of technology and education for the 21st century. It is important as this task aligns with the school's new technology upgrades and education's increasing technology-based curriculum and

assessment requirements. The school is making many strides in technology advancements which leads to increased student interest and engagement and increased grades, achievement results, and graduation rates. To begin with, the implementation of a teacher Tech Coordinator shares programs and apps and training sessions for all interested teachers on technology innovations for the classroom. The tech coordinator has created a shared file to be used as a teacher resource. The district offers an annual Tech Fest where teachers are the presenters and trainers of classroom appropriate technology to those teachers who are interested in attending. Data Team meetings also provide an outlet for teachers to share technology information and apps they use in the classroom such as Turnitin.com and Plickers and discuss ways to integrate technology into the Units of Study. Currently, the school is piloting the Units of Study post assessments in an online format that models the SBAC testing.

The most recent development has been the district-approved pilot program to implement Chromebooks for student use in the classroom. The pilot program began in the second semester of 2015-2016 with six selected teachers and classrooms that will receive a computer cart with 40 Chromebooks for daily student use. Individual student Chromebooks with internet access in the classroom will enhance the focus on learning by providing research opportunities, online quizzes and tutoring programs, new instructional strategies, and writing strategies such as the use of Google Docs, Office 365, and Turnitin.com. The district plan is to provide each student with a Chromebook for the 2016-2017 school year.

The school will continue to address technology upgrades within the curriculum by providing additional graphing and scientific calculators for math, MOBI applications for special education, and Rosetta Stone software for ELD classes and adult English language courses. Also included will be vet science practice equipment and AP physics equipment and supplies. Special funds from the Project Lead the Way grant has allowed the purchase of a 3D printer and computer programs for the engineering classes and a VEX Robotics kit. The task will incorporate future training and purchases of curriculum-specific software. A full list of task details is provided in the refined Action Plan chart that follows the narrative.

The persons involved with this task will be teachers, tech coordinator, site administrators, and district technology director. Success will be measured by increased student engagement, test results, site-specific assessment results, improved grades and graduation rates, and more students performing at a level that will make them college and career ready in the 21st Century.

Task 3.4 Continue to develop and revise the site-specific LCAP funds budget to incorporate necessary and requested technology that curriculum specific. The school will work with teachers and staff and course objectives to continue to identify needed technology. Administrators and teacher leadership will develop a site plan for ongoing support to upgrade technology. The School Site Council will discuss costs and budget allocations and approve purchases.

Parties responsible will be teachers, department chairpersons, tech coordinator, administrators, and the School Site Council. Success will be noted with improved student engagement, increased number of technology-based performance tasks and assignments in the classroom, student work samples, student online test results, and improved lessons and instructional strategies that focus on student learning.

The chart on the following pages is the refined Action Plan for 2016.





School wide Action Plan 2016 WASC Mid-Cycle Report - Refinements

Action Plan Item 1 Students graduate college and career ready.				
What is the task?	What is the plan for implementation?	Who is involved?	What is the timeline?	How do you know it is successful?
1.1 Increase student interventions	<p>Increase student interventions:</p> <ul style="list-style-type: none"> ➤ Continue Algebra 1 block class to ensure students have an extra hour of teacher and peer support per day ➤ Continue and expand the AVID program ➤ Continue and enhance the Renaissance program including the number of sponsored activities ➤ Continue JOLT classes for 11th and 12th grade students, in the mainstream and special education settings, to provide a different learning modality that targets individual needs/weaknesses in math skill areas. Collect and analyze completion data/units earned through the program to evaluate effectiveness. ➤ Provide JOLT classes 7th period to increase credit recovery options. ➤ Investigate the possibility of piloting math JOLT classes for 	<ul style="list-style-type: none"> ➤ Teachers ➤ Students ➤ Site administrators ➤ Guidance Coordinators ➤ Parents ➤ District Administrators ➤ Units of Study collaborative teams (district) ➤ Department Chairpersons ➤ Special education and 504 Case Carriers ➤ EL Coordinator ➤ Bilingual Tutors (BLTs) 	<ul style="list-style-type: none"> ➤ Immediate and ongoing 	<ul style="list-style-type: none"> ➤ Increase in Algebra 1 pass rate with a C grade or higher ➤ Increase % of A-G completion ➤ % in EAP rates & % of students scoring proficient on SBAC tests ➤ Increase in student GPA ➤ More CTE pathways for students ➤ Performance data from UoS ➤ Normative Pre/Post Reading tests ➤ Increase in graduation rates ➤ Decrease in off-track students ➤ Overall reduction of D/F rates ➤ Increase in student attendance ➤ PBIS-Think Again! student feedback ➤ Reduction in suspensions ➤ Attendance in after-school tutoring ➤ Increase % of R-FEP ➤ Increase in the number of credits students recover via the JOLT courses ➤ Sign-in sheets, meeting agendas, handouts, presentation materials

	<p>advancement and enrichment opportunities.</p> <ul style="list-style-type: none"> ➤ Continue Read 180 classes which are designed to boost literacy and provide intensive intervention in a small group setting. ➤ Continue and expand ALEKS math program in special education and mainstream classes. ➤ Expand summer school class offering to allow more students credit recovery options and opportunities for remediation. ➤ Continue PowerUp! classes for students returning to comprehensive high school from the AAA intervention program ➤ Allow teachers and staff immediate identification of students who need differentiation or may have unique learning needs by placing identifiers on teacher rosters, informal meetings with case carriers/EL and AVID coordinators ➤ Conduct CELDT testing during July and August to ensure 			<ul style="list-style-type: none"> ➤ Master schedule grid ➤ Class rosters
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	<p>timely identification and proper placement.</p> <ul style="list-style-type: none"> ➤ Special Education Case Carriers continue to hold roundtable discussions to share student documentation of IEPs, 504s and other relevant student information to teachers the first six weeks of school. ➤ Work with multiple agencies to provide options for students in need of drastic credit recovery options such as Nueva Vista, RCC Gateway to College, ACCESS, and Rivercrest Preparatory High School. ➤ Continue Positive Behavior Interventions and Support (PBIS) initiatives to teach and reinforce positive social and academic behaviors students need to be success in school. 			
<p>1.2 Continue to develop and implement CCSS curriculum, assignments,</p>	<ul style="list-style-type: none"> ➤ Designated teacher volunteers will continue to collaborate and be a part of the Units of Study teams to revise and edit the units, 	<ul style="list-style-type: none"> ➤ Teachers ➤ Data Team Leaders ➤ Students ➤ Site Administrators ➤ District administrators 	<ul style="list-style-type: none"> ➤ Immediate and ongoing 	<ul style="list-style-type: none"> ➤ Revised Units of Study ➤ Online EADMS post assessment test results for math and English ➤ Increase in Algebra 1 pass rate with a C grade or higher

<p>assessments, and projects for core subject areas.</p>	<p>performance tasks, and pre and post assessments.</p> <ul style="list-style-type: none"> ➤ Continue with classroom implement of Units of Study (UoS) for math and English ➤ Data Teams continue to analyze student achievement results during Data Team meetings, department meetings, release time, etc. ➤ Implementation of new Advanced Placement (AP) courses that ensure rigor and college readiness such as AP Physics & AP European History. ➤ Investigate and implement courses such as Creative Writing, American and British Novel, Oceanography, AP Psychology which provide enrichment experiences for students. ➤ Advanced Placement teachers attend in-services and training that allow them to expand their capacity to help students to successfully complete AP courses and corresponding AP exams. 	<ul style="list-style-type: none"> ➤ Units of Study Teams ➤ Department Chairpersons ➤ Guidance Coordinators ➤ Teachers ➤ Data Team Leaders ➤ Site Administrators ➤ District Administrators 		<ul style="list-style-type: none"> ➤ Increase in number of students completing Algebra 2 or higher level course ➤ Increase % of A-G completion ➤ % in EAP rates ➤ Increase in gpa ➤ Performance data from UoS ➤ Normative Pre/Post Reading tests ➤ Increase in graduation rates ➤ Decrease in off-track students ➤ Overall reduction of D/F rates ➤ Increase in student attendance ➤ Increase % of R-FEP
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	<ul style="list-style-type: none"> ➤ Design student centered master schedule to ensure students have ample opportunities to complete courses/pathway that prepare students for college and career goals. ➤ Science teachers continue to develop and implement Units of Study based on the Next Generation Science Standards that will include more writing strategies. ➤ Social Science teachers begin the process of developing and implementing Units of Study. ➤ Continue to investigate and develop Career Technical Education (CTE) pathways which prepare students for internships and careers. ➤ Continue to develop the STEM: Engineering pathway way and complimentary pathways. ➤ Integrated math program will increase student achievement and pass rates across the spectrum. 			
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<p>1.3 Focus on school wide literacy</p>	<ul style="list-style-type: none"> ➤ Identify effective literacy strategies and share with staff during in-services, department and staff meetings. ➤ Develop awareness of priority ELA/ELD standards and share with staff during in-services, department, Data Team, and staff meetings. ➤ History and social science are using the DBQ system and other writing strategies. ➤ Science teachers continue to develop and implement Units of Study based on the Next Generation Science Standards that will include more writing strategies. ➤ Departments/Data Teams can create and implement writing assignments in scope and style that are appropriate for each subject area. ➤ Continue READ 180 classes that are designed to boost literacy and in a small group. ➤ Administer reading intervention assessments/normative reading tests to incoming 9th grade students, current 9th 	<ul style="list-style-type: none"> ➤ Teachers ➤ Data Team Leaders ➤ Site & Middle School Administrators ➤ District Administrators ➤ Units of Study Teams ➤ Department Chairpersons 	<ul style="list-style-type: none"> ➤ Immediate and ongoing 	<ul style="list-style-type: none"> ➤ Units of Study performance tasks and assessments ➤ Student grades ➤ EAP & SBAC test results ➤ Classroom observation notes ➤ Lesson plans ➤ Staff development and meeting agendas ➤ Reading assessment scores
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	and 10 th grade students to ensure early identification of students needing intensive intervention and to measure progress of placed students.			
1.4 Increase and enhance academic and career counseling.	<ul style="list-style-type: none"> ➤ Guidance coordinators and career counselor conduct classroom presentations including evening seminars regarding college entrance requirements and application processes, Career Technical Education and Pathways, available financial aid and other valuable information related to five year plans. ➤ Guidance coordinators and administrators conduct SART and SARB parent/student meetings as well as conduct home visits of non-attending students, and nonresponsive parents. ➤ Guidance coordinators and department chairpersons collaborate with administrators to design a student-centered master schedule which offers opportunities for enrollment in pathways, A-G courses, credit recovery and enrichment electives. 	<ul style="list-style-type: none"> ➤ Guidance Coordinators ➤ Career Tech ➤ Career Counselor ➤ SRO ➤ Site Administrators ➤ Teachers ➤ Data team Leaders ➤ Department Chairpersons ➤ Parents ➤ Students ➤ Attendance Clerks 	<ul style="list-style-type: none"> ➤ Immediate and ongoing 	<ul style="list-style-type: none"> ➤ Increased teacher awareness of students in subgroups in classroom as shown in Data Team minutes, discussions, professional development opportunities ➤ Increase in graduation and A-G completion rates

	<ul style="list-style-type: none"> ➤Articulation and collaboration of normative reading test for incoming 9th graders during their 8th grade year for appropriate placement. ➤Guidance coordinators identify academically struggling students and create systems to meet with parents and students to intervene, provide support, additional guidance and monitor progress. ➤Guidance coordinators, career counselor and career tech meet with students, grades 9-12, to develop and revise student five year plans. ➤Guidance coordinators, career counselor and career tech conduct student career interest inventory assessments (Career Cruising) and collect relevant data which will be utilized to develop pathways. ➤Students may attend counseling groups which assist them with contemporary issues related to peer pressure, effects of drugs and alcohol, grief and 			
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	<p>loss, anger management, social skills.</p> <p>➤AVID coordinators, career tech, career counselors and administrators plan field trips and guest speaker events that assist students with investigating and following college and career interests.</p>			
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Action Plan Item 2	Increase all Stakeholder Engagement			
What is the task?	What is the plan for implementation?	Who is involved?	What is the timeline?	How do you know it is successful?
<p>2.1 Increase opportunities for stakeholders to participate in school events and contribute to school culture.</p>	<p>➤Stakeholders attend school related events such as plays, concerts, athletic events, competitions, fundraisers, awards assemblies, banquets, graduation, Back to School Night and board meetings.</p>	<ul style="list-style-type: none"> ➤ School Site Council ➤ Parents ➤ Students ➤ Certificated Staff ➤ Classified Staff ➤ Administrators 	<p>➤ Ongoing</p>	<ul style="list-style-type: none"> ➤ Five Star tracker to collect data regarding student and parent participation ➤ Sign-in sheets ➤ Ticket sales
<p>2.2 Increase opportunities for stakeholders to engage in school related decision making processes.</p>	<p>➤Stakeholders meet to evaluate, discuss, review, and revise the SPSA and allocation of LCAP funds to meet developed school wide goals.</p>	<ul style="list-style-type: none"> ➤ School Site Council ➤ Parents ➤ Certificated Staff ➤ Classified Staff ➤ Administrators ➤ Students ➤ Community members 	<p>➤ Monthly meetings</p>	<ul style="list-style-type: none"> ➤ School Site Council (SSC) meeting agendas and minutes ➤ Single Plan for Student Achievement ➤ Participation in sports events ➤ Sign-in sheets, Agendas and minutes from various meetings

	<ul style="list-style-type: none"> ➤ Stakeholders participate in school related booster clubs (sports, FFA, band, choir). ➤ Stakeholders participate in ELAC and DELAC meetings. 	<ul style="list-style-type: none"> ➤ Booster clubs 		
<p>2.3 Increase opportunities for parent and student involvement in developing students' five year plans and preparing for post-graduation college and career plans.</p>	<ul style="list-style-type: none"> ➤ Hire a certificated career counselor to provide guidance to parents and students regarding college and career readiness. ➤ Develop and host various parent/student workshops addressing topics related to financial aid, FASFA, college admission requirements and processes, CTE pathways etc. ➤ Career counselor and career tech administer career interest inventories and aptitude tests (e.g. Career Cruising, California Career Zone, and ASVAB) and use results to guide parents and student with revising five year plans. ➤ Guidance coordinators and career counselor conduct class presentations regarding the a-g requirements along with STEM and CTE pathways. 	<ul style="list-style-type: none"> ➤ Site administrators ➤ Guidance Coordinators ➤ Career Counselor ➤ Career tech ➤ Students ➤ Parents 	<ul style="list-style-type: none"> ➤ Fall 2015 and ongoing 	<ul style="list-style-type: none"> ➤ Attendance and feedback records from meetings/workshops ➤ Increase in number of students applying to college ➤ Increase in number of students applying for financial aid ➤ Sample five year plans ➤ Workshop handouts, presentation materials, PowerPoints slides ➤ CTE completion rates ➤ Pathway Completion rates ➤ A-G completion rates ➤ Number of students participating in related work or post graduate studies during year five of their plan

Action Plan Item 3 Utilize Technology to Enhance Stakeholder Learning and Communication				
What is the task?	What is the plan for implementation?	Who is involved?	What is the timeline?	How do you know it is successful?
3.1 Continue use of InTouch phone system, ParentConnection, and StudentConnection.	<ul style="list-style-type: none"> ➤ Provide training to new employees for Q Gradebook, InTouch systems. ➤ Continue to encourage parent enrollment in ParentConnection when connecting with parents during events such as enrollment, registration and Open House. ➤ Encourage students to be proactive and access Student Connection to monitor their own academic progress ➤ Teachers continue to use Q Gradebook for teachers 	<ul style="list-style-type: none"> ➤ Teachers ➤ Guidance Counselors ➤ Case Carriers ➤ Clerical Staff ➤ Site Administrators ➤ Parents ➤ Students ➤ Site Technology person ➤ Director of Technology 	<ul style="list-style-type: none"> ➤ Immediate and ongoing 	<ul style="list-style-type: none"> ➤ Improved class grades ➤ Fewer missed assignments ➤ Increased attendance at school functions ➤ Increased parent awareness and involvement ➤ Parent feedback ➤ Student feedback ➤ Increase in students who complete classes with a C grade or higher ➤ Fewer incompletes and missing assignments/tests ➤ Increased parent involvement as evident from Q report logs of parent/student access to curriculum
3.2 Utilize technology to communicate school and student related events and achievements to stakeholders.	<ul style="list-style-type: none"> ➤ Utilize Twitter, Remind, school website, Facebook and other social media platforms to communicate school events and achievements to stakeholders and the community. 	<ul style="list-style-type: none"> ➤ Teachers ➤ Administration ➤ School personnel 	<ul style="list-style-type: none"> ➤ Ongoing 	<ul style="list-style-type: none"> ➤ Parent, student and community participation and attendance of events ➤ Survey feedback ➤ Technology access logs
3.3 Implement technology into classroom instruction, learning and assessment.	<ul style="list-style-type: none"> ➤ Share effective apps and technology during staff, department and Data Team meetings 	<ul style="list-style-type: none"> ➤ Teachers ➤ Tech Coordinator ➤ Site Administrators ➤ District Tech Director 	<ul style="list-style-type: none"> ➤ Ongoing 	<ul style="list-style-type: none"> ➤ Walk-through notes and data ➤ Presentation materials, handouts, PowerPoints ➤ Meeting minutes ➤ Activity log

	<ul style="list-style-type: none"> ➤ Provide support to staff by creating a stipend position for a site technology coordinator ➤ Technology coordinator conducts volunteer “AppyHour” sessions after school to share current technology apps ➤ Tech coordinator offers insight and training on programs for classroom use and stores information in a shared file for teacher access ➤ Continue to use Odyssey Ware online courses for credit recovery ➤ Continue and expand the use of ALEKS and other math programs, to enhance mathematics instruction, in mainstream and special education classrooms ➤ Implement Rosetta Stone during ELD classes so students have the opportunity to develop English language skills ➤ Offer Rosetta Stone classes after school so parents have the opportunity to develop English language skills. ➤ Develop online assessments similar to those developed for Units of Study so teachers may collect timely data in regards to student learning and students have the opportunity to 			<ul style="list-style-type: none"> ➤ Staff feedback ➤ Number of credits recovered due to the use of Odyssey Ware ➤ Reduction of D/F grade in mathematics ➤ Number of students enrolled in Algebra 2 classes and higher ➤ Redesignation rates of ELD students ➤ Sample online assessments and student results ➤ Sign-in sheets, registration materials ➤ Purchase orders ➤ Request for Personnel ➤ Pathway course outlines
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	<p>experience online test taking skills.</p> <ul style="list-style-type: none"> ➤ District plans, coordinates and present a district wide Tech Fest for teachers, classified personnel and administrators. ➤ Teachers and administrators attend the Fall and Spring CUE conferences. ➤ Teachers and administrators attend conferences and visit STEM programs to learn about pathways and related technology. This will allow them to make informed decisions regarding technology purchases for the new STE and CTE pathways. ➤ Purchase and pilot Chromebook carts. ➤ Purchase and distribute class sets of graphing calculators to math, chemistry and physics teachers. ➤ Train staff how to use Turnitin.com. ➤ District supports Office 365 for shared collaboration and easy access to documents and information. ➤ Full Time site tech support to assist with troubleshooting technology, setting up and maintaining equipment 			
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	<ul style="list-style-type: none"> ➤ Implementation of support programs such as ALEKS for math and Read 180 in English. ➤ Implement STEM programs and pathways and implement a STEM Engineering program at JUSD that incorporates industry standard technology. 			
<p>3.4 Continue to develop and revise the site-specific LCAP funds budget to incorporate necessary and requested technology that is curriculum specific.</p>	<ul style="list-style-type: none"> ➤ Develop a site plan for ongoing support to upgrade technology ➤ Identify needed technology, costs and approve purchases 	<ul style="list-style-type: none"> ➤ Teachers ➤ Administration ➤ District personnel ➤ Superintendent ➤ School Site Council 	<ul style="list-style-type: none"> ➤ Currently for district-funded upgrades ➤ Fall 2016 for implementation of student Chromebooks ➤ Ongoing for all technology upgrades and site-specific purchases 	<ul style="list-style-type: none"> ➤ Students will be more engaged in their classes and thus be more successful evidence by improved grades and test scores ➤ CAASPP results ➤ Post Assessment results ➤ Lesson plans ➤ Student work samples integrated with the benefit of technology tools



Appendix:

Previous Action Plan from 2013 for comparison purposes to 2016 Action Plan with Refinements.

School wide Action Plan (2013 WASC)

Action Plan Item 1 Improve student performance by paying special attention to specific subgroups (EL, GATE, SPED)				
What is the task?	What is the plan for implementation?	Who is involved?	What is the timeline?	How do you know it is successful?
<ul style="list-style-type: none"> 1.1 Increase use of Performance Based Assignments and Projects 	<ul style="list-style-type: none"> Individual pacing and support with adjusting curriculum for the level of the student Designate data team meeting time to compare best practices Provide resources for developing rubrics, lesson plans, and supporting materials 	<ul style="list-style-type: none"> Teacher Student AP of Curriculum and Instruction Principal 	<ul style="list-style-type: none"> Immediately and ongoing 	<ul style="list-style-type: none"> Improved behavior due to students feeling successful and students can relate their learning to the “real world” Test scores rise Overall class grade averages rise
<ul style="list-style-type: none"> 1.2 Continue to revise curriculum maps to include common core standards 	<ul style="list-style-type: none"> Curriculum maps will be revised by all departments as the Common Core Standards are adopted and implemented. This will take place in data teams, department meetings, release time, etc. 	<ul style="list-style-type: none"> Teachers 	<ul style="list-style-type: none"> Now and ongoing 	<ul style="list-style-type: none"> Revised curriculum maps
<ul style="list-style-type: none"> 1.3 Develop common department vocabulary for each grading period and/or semester. 	<ul style="list-style-type: none"> Create vocabulary lists during department and/or data team meetings. 	<ul style="list-style-type: none"> All departments Administrators Guidance coordinators 	<ul style="list-style-type: none"> Now and ongoing 	<ul style="list-style-type: none"> Writing performance will increase Test results will increase Final grades will improve

<ul style="list-style-type: none"> • 1.4 Develop common ELA writing expectations and rubrics to guide teachers in teaching writing 	<ul style="list-style-type: none"> • Design to be developed during Data Team meetings, department meetings, and release time 	<ul style="list-style-type: none"> • ELA department • Principal • Assistant Principal of curriculum and Instruction 	<ul style="list-style-type: none"> • Begin designing in 2012-2013 • Begin implementation 2013-2014 school year 	<ul style="list-style-type: none"> • Student portfolios • Rubrics • Checklists, curriculum maps, CaHSEE results • CST scores • District assessments
<ul style="list-style-type: none"> • 1.5 Identify classroom sub-groups early in semester 	<ul style="list-style-type: none"> • Research Zangle options • Provide professional development on how to efficiently identify and follow-up on individuals in specific sub-groups • Coordinate move with related departments 	<ul style="list-style-type: none"> • Teachers • Administrators • Related Staff/Departments (such as Special Ed., GATE, EL, Testing Coordinators) 	<ul style="list-style-type: none"> • Begin Fall of 2013 and ongoing 	<ul style="list-style-type: none"> • Increased teacher awareness of students in subgroups in classroom as shown in Data Team minutes, discussions, professional development opportunities • Increased student scores on tests

Action Plan Item 2	<i>Improve student options for credit recovery, alternative learning, and enrichment opportunities.</i>			
What is the task?	What is the plan for implementation?	Who is involved?	What is the timeline?	How do you know it is successful?
<ul style="list-style-type: none"> 2.1 Develop alternate course for Algebra I requirement 	<ul style="list-style-type: none"> Put together committee to develop a Financial/Business Algebra course proposal for district and move through adoption process. 	<ul style="list-style-type: none"> CTE & Math Teachers AP of Curriculum and Instruction Principal Director of Secondary Education 	<ul style="list-style-type: none"> Begin planning Fall 2013 with possible course offering in 2014-2015. 	<ul style="list-style-type: none"> Class adoption Increased graduation rate
<ul style="list-style-type: none"> 2.2 Increase JOLT options 	<ul style="list-style-type: none"> Form a committee to research JOLT course options and recommend how JOLT courses could be added to schedule Research options for modifying master schedule to meet these needs Extend JOLT opportunities to students who may not be credit deficient but are seeking enrichment. 	<ul style="list-style-type: none"> Teachers Guidance Coordinators AP of Curriculum and Instruction Principal Director of Secondary Education 	<ul style="list-style-type: none"> Spring 2013 and/or Fall 2013 for new 7th period JOLT class Begin Committee Spring 2013 Implement Fall 2014 	<ul style="list-style-type: none"> Increased number of JOLT courses offered Increased enrollment in JOLT classes Increased graduation rates

<ul style="list-style-type: none"> • 2.3 Continue to allow and expand options for additional courses for student credit recovery AND for student enrichment (<i>i.e. Creative Writing, American and British Novel, Read 180, Oceanography, Psychology, AP European History</i>) 	<ul style="list-style-type: none"> • Create a committee to review list of approved courses and revive former classes • Adjust master schedule • Identify student needs for college readiness and/or credit recovery 	<ul style="list-style-type: none"> • Principal • Teachers • Guidance Coordinators • Assistant Principal for Curriculum and Instruction 	<ul style="list-style-type: none"> • Now and expanding in 2013-14 school year and ongoing 	<ul style="list-style-type: none"> • Master Schedule • Student enrollment in approved courses
<ul style="list-style-type: none"> • 2.4 Create CTE freshman survey course 	<ul style="list-style-type: none"> • Create committee to develop proposal for freshman CTE survey course which may lead to adoption 	<ul style="list-style-type: none"> • Teachers • Guidance Coordinators • Students • AP of Curriculum and Instruction • Principal • Director of Secondary Education 	<ul style="list-style-type: none"> • Begin Fall 2013 	<ul style="list-style-type: none"> • Higher enrollment and grades in elective courses because students will want to be there after “trying it out” in the Freshman Intro program. • AVID students will leave high school with a better understanding of the connection of school to career.
<ul style="list-style-type: none"> • 2.5 Utilize RCC Gateway to College more effectively 	<ul style="list-style-type: none"> • Set up presentation by Gateway Staff; collect names of students and contact parents to attend 	<ul style="list-style-type: none"> • Guidance Coordinators • Gateway Staff 	<ul style="list-style-type: none"> • Annually 	<ul style="list-style-type: none"> • Increase in the number of non-graduates who are accepted and on a path to diploma and college credits

		<ul style="list-style-type: none"> • Students & Parents 		
Action Plan Item 3	Improve communication and involvement of all stakeholders.			
What is the task?	What is the plan for implementation?	Who is involved?	What is the timeline?	How do you know it is successful?
<ul style="list-style-type: none"> • 3.1 Improved Use of Tele-Parent, Parent Connect, Student Connect 	<ul style="list-style-type: none"> • Provide in-service training for Q/Zangle tools • Provide summary reference sheets for steps on using Q/Zangle tools • Add additional step in on-site registration process in which parents go to computer lab and sign up for Parent Connect. 	<ul style="list-style-type: none"> • Teachers • Students • Parents • Guidance Coordinators • Administration • District personnel 	<ul style="list-style-type: none"> • Summer 2013 and ongoing 	<ul style="list-style-type: none"> • Improved class grades • Fewer missed assignments • Increased parent attendance at school functions • Increased parent awareness and involvement
<ul style="list-style-type: none"> • 3.2 <i>Q/Zangle Gradebook for teachers</i> 	<ul style="list-style-type: none"> • All teachers will use <i>Q/Zangle Gradebook</i> 	<ul style="list-style-type: none"> • Teachers 	<ul style="list-style-type: none"> • Fall 2013 	<ul style="list-style-type: none"> • Parent feedback • Improved grades • Fewer missed assignments
<ul style="list-style-type: none"> • 3.3 Increase opportunities for parent involvement in college planning and financial aid workshops 	<ul style="list-style-type: none"> • Set up fall and winter workshops • Develop and host college planning workshop • Develop and host financial aid workshop • Develop and host “What To Expect Out Of High School” presentation • Hold presentations each fall and winter 	<ul style="list-style-type: none"> • Guidance Coordinators • Career Center • Parents & Students 	<ul style="list-style-type: none"> • Annually 	<ul style="list-style-type: none"> • Attendance and feedback records from meetings • Increase in number of students applying to college • Increase in number of students applying for financial aid

Action Plan Item 4				
<i>Improve integration of technology to enhance instruction.</i>				
What is the task?	What is the plan for implementation?	Who is involved?	What is the timeline?	How do you know it is successful?
<ul style="list-style-type: none"> 4.1 Find fiscal resources to update computers, purchase projectors and document cameras and purchase other technology that is curriculum specific 	<ul style="list-style-type: none"> Create committees to research and/or do grant writing. Generate volunteers by stating that the ones who volunteer will be the first ones to get the new equipment that is purchased using the grant money. 	<ul style="list-style-type: none"> Teachers Administration District personnel Superintendent 	<ul style="list-style-type: none"> Fall 2013 and ongoing 	<ul style="list-style-type: none"> Students become more engaged in their classes which will drive up grades and test scores
<ul style="list-style-type: none"> 4.2 Share what techniques and uses of technology are being done in classes now 	<ul style="list-style-type: none"> Teacher “spotlight” for first 15 minutes of Data Team Meetings. Each teacher will sign up for a meeting throughout the year where he/she demonstrates a way he/she has used technology (limited as it is) to enhance their teaching and curriculum. The teacher presenting would have something typed up that explains the lesson and what equipment is used. Data Team leaders collect these lessons and turn in at end of year, each teacher will get a binder with the lessons from all the Data Teams or the information will be available in a Teacher Resource Library for easy reference. 	<ul style="list-style-type: none"> Teachers 	<ul style="list-style-type: none"> Begin spotlight lessons in fall 2013 	<ul style="list-style-type: none"> Students become more engaged in their classes which will drive up grades and test scores

Notes: