RIVERCREST PREPARATORY ONLINE SCHOOL
SELF-STUDY REPORT

10551 Bellegrave Ave.
Jurupa Valley, CA 91752
Jurupa Unified School District

February 27-March 1, 2017

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ACS WASC/CDE Focus on Learning Accreditional Manual, 2016 Edition

RIVERCREST PREPARATORY
FOCUS ON LEARNING SELF STUDY REPORT

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Rivercrest Preparatory
-An Online School-

Preface

Rivercrest Preparatory has been working toward this first self-study since we opened in 2013. We are a small staff that enjoys a collaborative working environment and we constantly have been looking at our vision, our mission and our outlined system of study to determine what is best for all students. We have changed our initial model since our initial visit due to the need to create something that is more successful for our students and we are still always looking at what students need and making adjustments to create a personalized learning plan for all students.

In 2013, when we opened our doors, it was imperative that we create a program that was responsive to the needs of all students. With our small staff, all members have been invited and welcomed into the self-study process. Throughout the review of our initial self-study, we have found it necessary to make changes to accommodate the needs of our student population.

All stakeholders have been an integral part of the process and have become the support system for accomplishing the outcomes outlined in our self-study. Beginning at the end of the 2015 school year, teachers, parents and students discussed the model and needs of our school in relation to WASC. The process of reviewing, altering and outlining new direction began with the 2016 school year and meetings were held throughout the Winter and Spring quarter of 2016 school year. Members were chosen for the purpose of writing the report in February of 2016. With the small nature of our campus, we do not always hold formal meetings but we communicate regarding the needs of our campus and our students in a variety of ways. Many conversations regarding our WASC report and needs of all stakeholders have been communicated through face to face meetings; both formal and informal and via email.

Chapter I

Student/Community Profile and Supporting Data Findings

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

Our Community

Rivercrest Preparatory Online School is located within the semi-rural community of Jurupa Valley, right in the middle of where the residential areas of Jurupa and the few commercial industries of Riverside County meet. The school is an open enrollment school that takes students from all three traditional comprehensive high schools in the district and from out of district upon request. Rivercrest Preparatory is located on the campus of Jurupa Valley High School [JVHS]. JVHS is located near the junction of the 15 and 60 freeways and is one of three comprehensive high schools in the district.

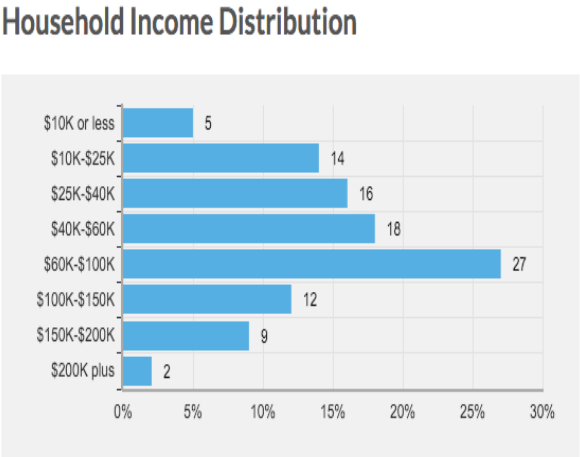
The Jurupa region is located in a recently incorporated section of western Riverside County, adjacent to the city of Riverside to the east, the city of Fontana (San Bernardino County) to the north, and the city of Ontario (San Bernardino County) to the west. The Jurupa Unified School District [JUSD] boundaries roughly trace these borderlines that are divided by the hills of Fontana, the river bottom of Riverside and the 15 freeway bordering Ontario. The history of Jurupa area can be traced back to the early 1840s when it was established as a community based in dairy cattle, citrus orchards, and vineyards. As the community of Riverside began to grow larger, a distinct separation between Riverside and Jurupa began to develop and is still seen as a division today.

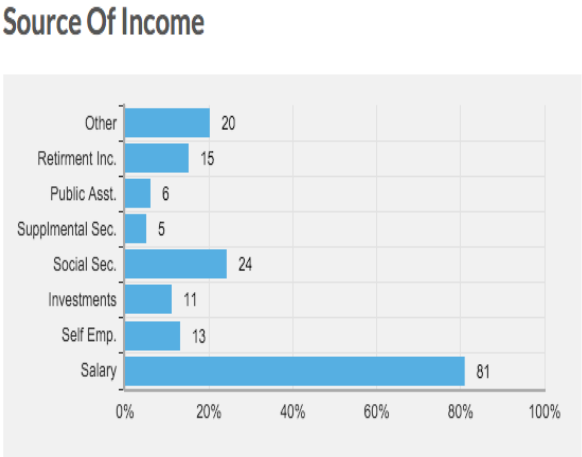
The Jurupa Valley community that represents largely lower middle-class, blue-collar backgrounds is a newly incorporated city and it has had its share of problems due to the economy and lack of state funding throughout the early stages of community development. Throughout the last 25 years, Jurupa Valley and the surrounding community experienced a period of growth and then decline. The community still remains a semi-rural area, with a handful of small local businesses, a few large commercial companies [cement and concrete manufacturing, trucking, etc] but primarily it is a residential area that has seen many ups and downs in recent years. With the development of the Eastvale community under the Corona/Norco school district, JUSD has experienced some declining enrollment that has been felt throughout our area. With an increasing call from parents and students for alternative schooling options, district leadership looked to find new ways to support student learning, and with that a desire to create an ability for parents to have a bit more choice regarding their students' education. Rivercrest Preparatory was developed with that in mind. What we have found is that students at Rivercrest often come to us with a variety of challenges; socially, emotionally and academic, and we have embraced the uniqueness of our students and realize that regardless of what they have experienced before with their education, we are here to create a new and different learning experience.

We are a small staff but decisions are made collectively and changes are implemented only to increase opportunities and to find what helps students best. Unique to a small environment we can continue to build upon what is working and expediently implement, review and modify practices that we find may not be benefitting our students. However, with the end of each day, we understand that our role is to create a rigorous and personalized learning environment for each student and to create a place that will give a student every opportunity to learn.

Over the last three years, there has been a significant increase in housing development throughout the community, with large track homes being built next door to many schools in our district; Patriot High School [PHS], Nueva Vista Continuation [NVHS] and Jurupa Valley High School [JVHS]. With the

development of these housing communities the hope is that enrollment in all schools within the JUSD boundaries will see an increase in enrollment and we are hopeful that our innovative program will give an alternative option to all parents and students that are looking for a unique learning opportunity at the middle and high school levels.

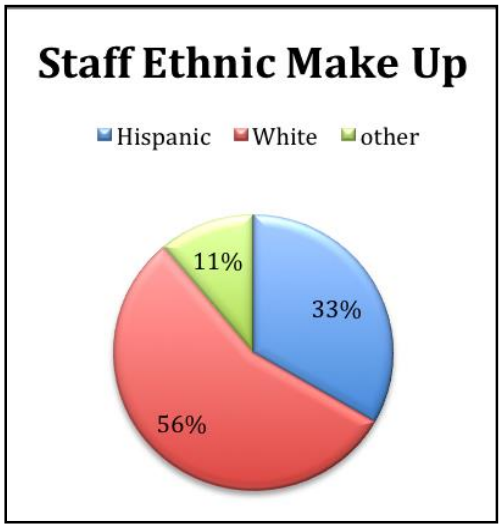




Rivercrest Preparatory Online School offers the same course work that a traditional, comprehensive high school can offer, but in a new and non-traditional format. The depth of knowledge and rigor of course work is consistent with that of the other traditional high schools, if not more, but the means of delivery and the distribution of information differ from the comprehensive high schools. The majority of course work is completed with an online curriculum. This is a new and outstanding opportunity for JUSD students to learn using a more innovative approach. One unique aspect of our school that is different than most online schools is the requirement that students physically come to Rivercrest on a daily basis and attend required classes in English, math, science, foreign language, and social studies. The "blended model" gives us the opportunity to develop valuable relationships and foster the learning of our students in a way that is uniquely different than any other school in our district or in the surrounding districts and communities. We also have the ability to share enrollment with the other high schools in our district. Thereby offering students the ability to take course work in the online world but also work on their home campus with choir, band, AP or a CTE program. This provides our students a unique ability to explore a variety of learning opportunities.

Jurupa Unified has always worked strategically to find the best ways to provide valuable learning opportunities for its students. As technology increases and parents and students want a more flexible and innovative way for students to complete their high school course work, JUSD had been investigating opportunities to tap into the virtual education market. Over the past few years, the high schools have been utilizing the online model to support students who have needed options to catch up on credits prior to graduation. With the success of that online model, and with the demands of parents and students, JUSD

opened Rivercrest Preparatory, our fully functioning online high school at the start of the 2013-2014 school year.



Our Campus

Since opening in 2013, we have grown our staff since our initial report to bring our campus to a total of 9 people working to support all Rivercrest students. We started with two full time teachers and one part-time teacher to now having four full time teachers, one full time guidance coordinator, two independent study aides, secretary and Principal. Our breakdown of male to female staff is significantly higher than our student gender breakdown with all but one staff member being female. Based on the initial WASC requests for more supports for our growth and our student population, JUSD has honored that request. We also share the services of a mental health provider with another school in our district. Although she is not here on a daily basis, she is a significant part of the team of people here to support all students in their learning. Our current facilities consist of an administrative building, a computer lab/work area, four classrooms for instruction, and a science lab/multipurpose room. Our main office has areas for administration, guidance coordinator, mental health service providers, parent center and teacher/conference room.

We have found that as we have grown and students and parents have found out about our school, a large majority of our students are ones that are in need of a bit more counseling and mental health supports. The need for alternative education has expanded in our community and we have felt the increased need for additional supports in terms of qualified counseling supports. Currently we share a mental health provider with another alternative school in our district. She visits our campus every other week to meet with our students and to provide counseling supports. We also work with an off campus program, Project Safe House that also offers programs on our campus to help breakdown the stigma of mental health; offering bi-weekly lunch time activities and work to helps students with small group counseling program classes to help targeted students with coping skills.

Credential information

Teacher Credential Information		Three-Year Data		
	Jurupa USD	Rivercrest Prep		
Teachers	15-16	13-14	14-15	15-16
With full credential	795	3	3	4
Without full credential	6	0	0	0
Teaching outside subject area of competence (with full credential)	21	1	1	0

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Rivercrest Prep	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	100.00%	0.00%

Accreditation History and School Purpose

Throughout the 2012 school year, the JUSD administration began to look at multiple models of alternative education that would create a new, innovative and flexible look at education. They wanted to take the traditional model and move away from the "regular" and into a new reality for students and parents. With that the ideas and concept of Rivercrest Preparatory was created.

As technology changes and parent and student needs demand something different, Rivercrest has created a way to cover the same course work as a traditional, comprehensive high school but with an alternative mode of instruction. It is our goal to create a program that has the same rigor and depth of knowledge as the traditional high school but with a means of delivery that is different and more creative. It has been said that, "in the Common Core era, students are expected to use high-tech collaboration to borrow, learn from, reshuffle, clarify, quality, and evaluate the work of others and we are striving to create a school that will help usher in this new era and prepare students for what is ahead. As a school, our main objective is to create a new and outstanding opportunity for JUSD students to learn from a more innovative and individualized approach and to create success for all students.

This is the first self-study for our young program and have found that throughout the initial process it gave us a way to start the building process and since that first time with opening the doors, we have constantly treated the campus, the model and our campus as an organic process that evolves with the needs of our students. When we first opened, there was a need to outline our processes, expectations and procedures.

There was a deep look at what the needs for all students should be and developed the idea of our mission, vision and core values. The ideas that were outlined were then taken to the staff and students during the first year through formal and informal meetings and there was a strong belief that these were a great way to define our direction. We have addressed them each year and they are still the operating direction that the campus is taking. As a staff we look at the need of our students each year through surveys and informal conversations and make changes as we see the need with the changing nature of our students' and their academic needs.

There was an understanding of what is being outlined and all parties believed that the direction was clear and gave all stakeholders a direction on what is expected for success and what is intended as the outcomes

when students graduate from Rivercrest Preparatory. The direction our campus has taken for the last three years and as we move into the future is outlined through our mission, vision and core values.

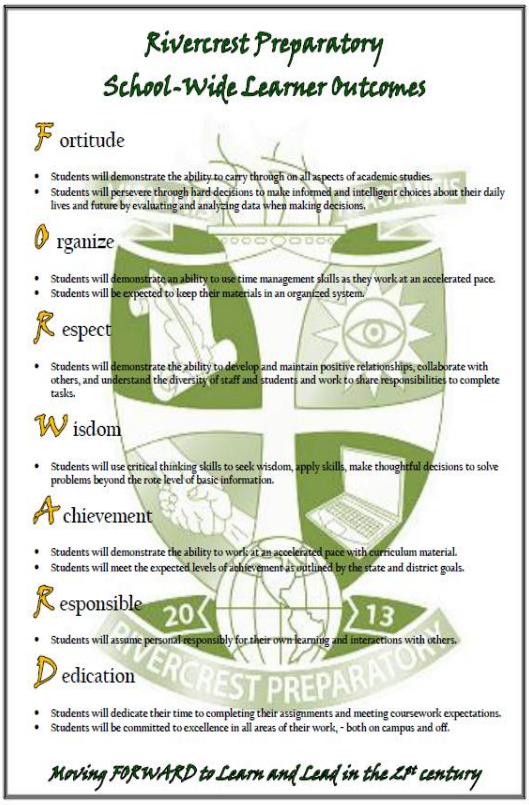
Mission

Rivercrest Preparatory strives and is committed to preparing all students who choose our program to learn and lead in the 21st century. We do this through encouraging strong interpersonal relationships, providing a flexible yet enriching academic environment and skill-building that will allow students to be critical thinkers as they integrate new technology into their lives. It is our mission to support each student at Rivercrest Preparatory and to prepare each of them for the 21st century ~ whether that is higher education, the work world, or other endeavors.

Vision

Our vision at Rivercrest Preparatory is to provide a learning environment that will prepare students for their future, with an innovative and blended approach to learning. Through the use of enhanced technology and instructional support, students will be asked to exceed their own expectations and create an opportunity to learn and lead in the 21st century. Our belief is that with consistent and constant access by the individual learner to the curriculum and school supports, the student will be strengthened as a critical thinker, thereby ensuring their success in the future.

JUSD believes that all students have the right to learn, and through a variety of educational opportunities within our model, we feel that we have developed a strong ability to support all students as they progress in their educational journey. Rivercrest Preparatory understands and lives by this belief and supports the idea that children have the right to learn, and our staff is here to make that happen.



Schoolwide Learner Outcomes

Our core values/Schoolwide Learner Outcomes, are the driving force behind our mission and our vision. We believe that through the combination of online learning, direct instruction, and project based assessments/project learning, our students will be prepared to move FORWARD toward their future with confidence and with the abilities and knowledge needed to succeed. The idea of moving FORWARD helps to underscore for our students that feeling to constantly push themselves forward as they think about their future and what they need to do to make their future successful.

The word "FORWARD" is the acronym used to express our Schoolwide learner outcomes: **F**ortitude to carry through academic studies; **O**rganization of time and materials; **R**espect for each other; **W**isdom we hope to gain; **A**chievement of academic and personal goals; **R**esponsibility to work independently; and **D**edication to learning. Through each class segment, we discuss these ideas and work to have students

understand that they are not just building their content knowledge, but that they should also be working to develop skills that will help them when they exit our institution and begin their way in the world.

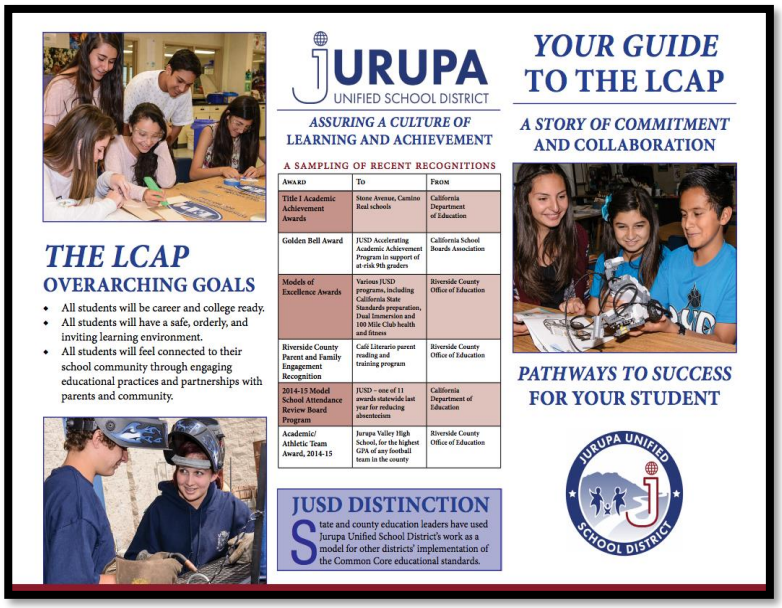
The school's Mission, Vision and Schoolwide Learner Outcomes are communicated to all parents, students, and teachers. This begins at registration and orientation when the students meet with the Guidance Coordinator and/or Principal to gain entrance into the program. Additionally, parents and students are exposed to our over-arching philosophy, vision and mission statements through the student's handbook, website and ongoing communication with the staff at Rivercrest Preparatory.

Our staff is hard-working and they are dedicated professionals who are determined to make a positive impact on the lives of each of our students. We strive to ensure that each and every learning opportunity is something that will benefit the student.

LCAP Identified Needs and Goals

Due to the unique, alternative nature of our school, we do not receive much Title I funding and we work with the outlined LCAP of our district and funds given to the school from the district as a district funded program to work to support all Rivercrest students. As our program is still in its infancy we are not in improvement status and do not have any parameters set on our campus due to state or federal guidelines of program improvement.

Jurupa Unified School District (JUSD) educates approximately 20,000 students in preschool through twelfth grade. Currently, 77% of students qualify as Low Income [LI], 37% are English Learners [EL], and over 155 Foster Youth [FY] attend JUSD schools this year. Since the total number of unduplicated LI, EL, and FY students exceeds 55% at 80.04%, JUSD receives both supplemental and concentration grant funding. Based on the district's unduplicated count, the minimum proportionality percentage of funding is approximately $34,076,481 in supplemental and concentration revenue for the 2015-16 school year.



The JUSD plan details the actions and services that will be taken with the funds and the progress that is expected to be demonstrated on a set of key metrics that align to the eight State priority areas – Basic Services, Implementation of Common Core and English Language Development Standards, Parent Involvement, Student Achievement, Student Engagement, School Climate, Course Access, and Other Student Outcomes.The process adopted by Jurupa Unified School District is to consistently and constantly engage in a multiple stage process to gather community input into the creation and revision of the Local

Control and Accountability Plan [LCAP]. A survey is administered each year in the areas of college and career readiness, safe and orderly school environments, and ways to involve parents and community in student's learning outcomes. All community input is reviewed and foundational planning documents used for the LCAP development, i.e., Local Educational Agency Plan and Title III Improvement Plan. Informational meetings were conducted, and input gathered, at community, teacher, association, principals, departmental, District Advisory Committee [DAC], District English Learner Advisory Committee [DELAC], site based English Learner Advisory Committee [ELAC], and School Site Council [SSC] meetings. The Jurupa community has outlined the following areas as needs within the district, as a whole.

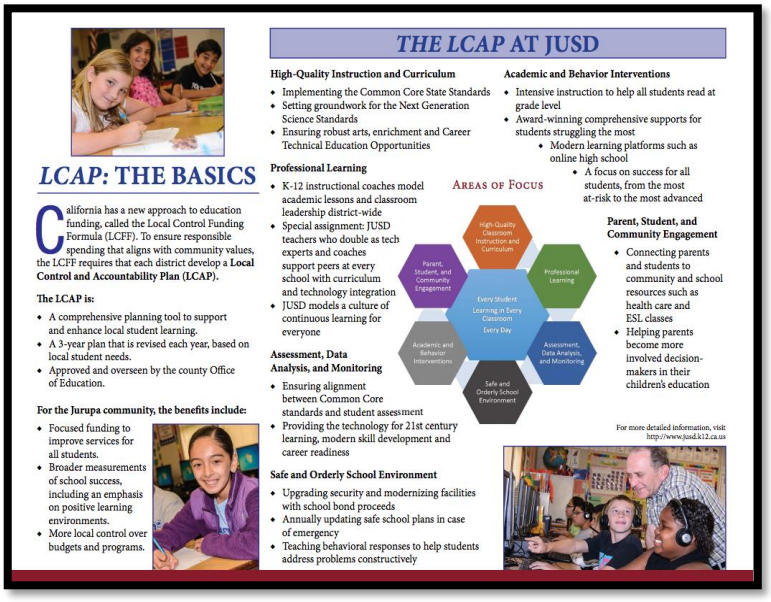
- Student priorities included support for: AVID, motivational incentives, college and career, sports program, clubs, tutoring, more technology, advanced classes, and more engaging classes

- Parent/Family priorities included support for: College readiness, CTE pathways, advanced classes, summer and after school, exposure to music and art, parent involvement opportunities, smaller class sizes, technology training, and parent information on helping their children

- Staff priorities included support for: Career pathways, funding for consumables, gifted/advanced programs, music, arts and physical education programs, technology training and access, updated curriculum, mental health services, increased AVID, and primary intervention.

The LCAP writing team reviewed the entire of stakeholder input, district-wide student data, annual update, quantitative and qualitative program data, and foundational documents in preparing the LCAP document.

The JUSD LCAP has three overarching goals:
1. All students will be college and career ready.
2. All students will have a safe, orderly, and inviting learning environment.
3. All students will feel connected to their school community through engaging educational practices and partnerships with parents and community.



LCAP: THE BASICS

California has a new approach to education funding, called the Local Control Funding Formula (LCFF). To ensure responsible spending that aligns with community values, the LCFF requires that each district develop a **Local Control and Accountability Plan (LCAP).**

The LCAP is:

- A comprehensive planning tool to support and enhance local student learning.
- A 3-year plan that is revised each year, based on local student needs.
- Approved and overseen by the county Office of Education.

For the Jurupa community, the benefits include:

- Focused funding to improve services for all students.
- Broader measurements of school success, including an emphasis on positive learning environments.
- More local control over budgets and programs.

THE LCAP AT JUSD

High-Quality Instruction and Curriculum

- Implementing the Common Core State Standards
- Setting groundwork for the Next Generation Science Standards
- Ensuring robust arts, enrichment and Career Technical Education Opportunities

Professional Learning

- K-12 instructional coaches model academic lessons and classroom leadership district-wide
- Special assignment: JUSD teachers who double as tech experts and coaches support peers at every school with curriculum and technology integration
- JUSD models a culture of continuous learning for everyone

Assessment, Data Analysis, and Monitoring

- Ensuring alignment between Common Core standards and student assessment
- Providing the technology for 21st century learning, modern skill development and career readiness

Safe and Orderly School Environment

- Upgrading security and modernizing facilities with school bond proceeds
- Annually updating safe school plans in case of emergency
- Teaching behavioral responses to help students address problems constructively

Academic and Behavior Interventions

- Intensive instruction to help all students read at grade level
- Award-winning comprehensive supports for students struggling the most
  - Modern learning platforms such as online high school
  - A focus on success for all students, from the most at-risk to the most advanced

AREAS OF FOCUS

Parent, Student, and Community Engagement

- Connecting parents and students to community and school resources such as health care and ESL classes
- Helping parents become more involved decision-makers in their children's education

For more detailed information, visit: http://www.jusd.k12.ca.us

Our main funding is from district funding as an alternative program and, although we may not have the same outlined Title I and Title III needs, we use it as an opportunity to work with them to coordinate all aspects, including and not limited to budget and program meetings, one on one support, School Based Coordinated/School-wide Program [SBCP] school planning meeting, etc. Our goal is to continue to grow and create an alternative program within the district that is doing great things for JUSD students and creating ways to support them in A-G course access and completion, creating a safe and orderly campus, and supporting the behavior and mental health of students who may not fit in the comprehensive setting.

With the program being fully funded through the district, we operate with a small amount of LCAP funding for students' programs and services. The majority of our funding falls under our outlined general budget and the district LCAP. With that in mind, we also have outlined our LCAP and school site plan to mimic those outlined goal areas and eight priorities needs for student success. Our main objective is to get students to feel comfortable, safe and prepared to learn on a daily basis. In order to stay in line with the needs of the community and our students, we have outlined both our LCAP and School Site plan to be driven by the following principles.

1. Preparing all students to be college and career ready
   - 1.1. Increase Achievement in English [ELA] CCSS
     - 1.1.1. Develop and increase ability for all students with higher level critical writing
   - 1.2. Increase Achievement in math CCSS
     - 1.2.1. Develop stronger conceptual ability to apply skills and increase amount of students successful completing three years of math
   - 1.3. Increase literacy in SS and Science
   - 1.4. Support the full implementation of CCSS and Next Generation Science Standards [NGSS]

2. Create an inviting, safe, orderly and engaging learning environment for all students.
   - 2.1. Establishing a positive school culture
   - 2.2. Increase student involvement in classes
   - 2.3. Increase student engagement
   - 2.4. Maintain facilities and credentials appropriate to create student success
   - 2.5. Create a clear path for all students to access courses
   - 2.6. Maintain facilities and support necessary to create a safe learning environment

3. Develop and sustain the trust and involvement of all parents in the learning and success of their students.
   - 3.1. Increase parental participation
   - 3.2. Increase parental involvement
   - 3.3. Increase parental understanding of student progress and need for working at home in an online learning environment

The curriculum programs, master schedule, parent seminars, student workshops, developed supports, etc are all determined based on the need and how they work to fall in line with the above listed goals and objectives for students. Throughout each year we will be looking at CAASPP Scores, passing percentages, D/F rate, attendance rates, A- G completion rate, graduation rate, CTE participation, and parental participation rates to help outline our success in the above listed areas. We believe that if we focus on these goal that we will be creating a campus that has enormous potential and support for all students.

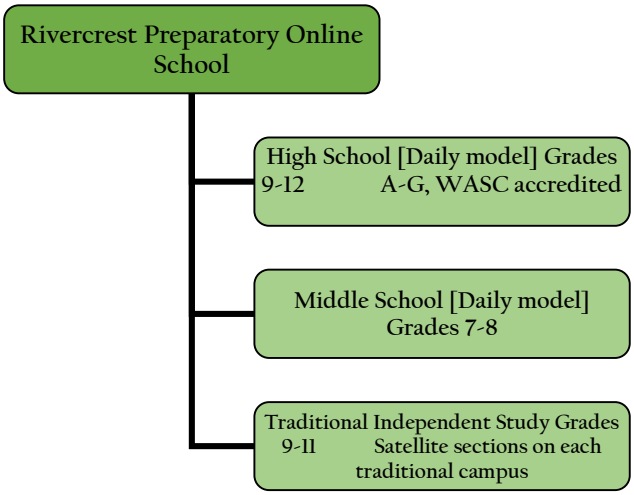
School Program Data

Although we have only been open for three years, our school program has gone through a number of changes due to the needs of our students and the desire to create a system that supports all students in their quest for safety and success. When we first opened our doors in 2013-2014 and throughout the 2014-2015 school year, we felt that students could complete their classes in a three week, daily setting with students attending class for 1 hour daily. The remainder of the learning was to be done off site and online with the

students' determining their best learning environment. During the 2014-2015, we realized that some of our students needed a different learning model and we altered our system to give parents and students more of a choice of their attendance model. The new model continued to allow for the 1 hr/Daily model but it also opened up for more flexibility by creating a 3 hr/2x a week model and a 2 hr/3x a week model, for those students that felt they needed more flexibility in their day and wanted to have more control over their personal learning at home.

However, as we have been monitoring and observing the success and struggles of our students, we have found that although we may be offering more choice, there have been considerable struggles because of the lack of structure for our students and community population and we have found that we have been constantly looking for more opportunities to work with our kids in the classroom. With that in mind, we are currently working with a longer block of time with our students on campus in order for us to have more time to work with them and create a strong learning community. We are still in our early developmental stages of our school culture and we are finding that in order to get the voice of all students and to provide for the many aspects of need that they have, we are looking to have students on campus on a more regular basis and for a longer block of time so we can truly help work with them as they dig deeper into the learning.

Over the last three years, Rivercrest Preparatory Online school has grown to encompass a variety of programs under our educational umbrella. All of our programs are considered Independent study in regards to funding and minutes requirements for students but we have found that there are a variety of ways that our program is supporting students.



The joy of this process has been to give us the flexibility to try new curriculum models and attendance models in order to see what is best for the community of learners that choose our school. We still feel that our current model gives students the best learning opportunities. We still have the flexibility with schedule, when needed, but we feel creates a stronger tie to the campus and with that we are noticing a stronger connection to their learning and understanding of how they are preparing for their future.

We have been working to establish an understanding and culture for both our middle school and high school students, both by grade level and as a school to support and work with new and innovative ways to receive instruction and learning.

The uniqueness of our program is that we offer online curriculum delivery for all courses [electronic images, videos, text, and sounds] with a blended, face-to-face instructional model that works to support all students. Our campus is separated from the Jurupa Valley campus with fencing that separates our campus. It is painted green to reflect our school colors. We are working to create a community of students who understand the Rivercrest expectations and as we grow, we will continue to create a larger community of learners. Each new student is required to meet with the Principal or guidance coordinator prior to being accepted into the program. At that time, we review the expectations for success, the daily model of instruction; both on campus and what is expected at home; and transcripts are reviewed via the

Personalized Plan for Academic Achievement [PPAA]. Most of our students need much of the same supports but each student's needs are used to create an individualized plan that helps to outline the required classes and interventions at Rivercrest.

As we enter our fourth year, we have worked through a variety of models because of our desire to work with students and parents to create the best learning model for all students. We have seen that our community still is learning how to learn in an online/blended environment. Most of our students are on campus because they cannot work on the larger campus for a variety of reasons. Our data of online log in and grades have illustrated that our students in the 2014-2015 and 2015-2016 school year were having difficulty with working outside of our walls. With that in mind, we have devised a schedule that will increase the time they are on campus and working with the staff for support, both emotionally and academically, which in turn will help us create more of a connection to our campus.

Our current model

Rivercrest Preparatory High School students begin their regular day on campus at 7:40 and work on campus until 11:00 am each day. The day consists of an advisory/homeroom based on grade level which runs for 20 minutes and two courses each day, Monday-Thursday, that run for 90 mins. Within the classroom, students work on their online course work as well as in class projects, discussions, assessments and teacher developed activities to support learning. Fridays are reserved for advisory as well as enrichment, interventions, Language labs and PE as the students' schedule determines it. Most students are required to attend all periods each day and attend classes every day. Some students may have alternative schedules based on their concurrent classes at the traditional high schools and as their PPAA learning plan dictates. Once students have left campus, there is an expectation of working on their courses a minimum of 2-4 hours a day in order to complete course work when not on campus.

<u>6 Wk. Segments with 2 classes with 3.5-hour daily required attendance</u>

Monday	Tuesday	Wednesday	Thursday	Friday
Advisory: 7:40-8:00 Divided by grade level	Advisory: 7:40-8:00 Divided by grade level	Advisory: 7:40-8:00 Divided by grade level	Advisory: 7:40-8:00 Divided by grade level	Advisory: 7:40-8:00 Divided by grade level
Period 1: 8:00-9:30	Period 1: 8:00-9:30	Period 1: 8:00-9:30	Period 1: 8:00-9:30	Intervention 1: 8:00-9:00
Period 2: 9:30-11:00	Period 2: 9:30-11:00	Period 2: 9:30-11:00	Period 2: 9:30-11:00	Intervention 2: 9:00-10:00
Lunch 11:00-11:30	Lunch 11:00-11:30	Lunch 11:00-11:30	Lunch 11:00-11:30	Enrichment/Clubs: 10:00-11:00 Includes any MS students who would like to participate
				Lunch 11:00-11:30

Comparison of JUSD Graduation Requirements and CSU/UC Admissions Requirements

Class	JUSD Graduation Requirements	CSU Requirements	UC Requirements	NCAA Requirements
English	40 credits 4 years	4 years	4 years	4 years
World History	10 credits 1 year	2 years	2 years	2 years
US History	10 credits 1 year			
Government	5 credits 1 semester			
Economics	5 credits 1 semester			
Mathematics	20 / 30 credits ** 2 / 3 years **	3 years including: Algebra I/Math I, Geometry, and Algebra II 4 years recommended		3 years: Algebra I/Math I or higher
Science	20 credits 2 years *(must take at least 1 physical and 1 life Sci)*	2 years lab science *(Must take at least 1 physical and 1 life Sci)*	2 years required 3 years recommended *Biology, Chemistry, Physics*	2 years *(1 year lab)*
Healthy Living	5 credits 1 semester	--	--	
Physical Education	20 credits 2 years	--	--	
Visual/ Performing Arts	10 credits 1 year	1 year	1 year	
Fine Arts/ Foreign Language		2 years of the same language	2 years required 3 recommended	4 years Additional Core Courses (Eng., Math, Sci or World Lang.)
Vocational Arts	5 credits 1 semester			
Elective	60 credits	Adv. Math, Foreign Language, Lab Science, etc.	1 year required from History, English, World Lang., Adv. Math, etc.	1 year additional courses (Eng., Math, or Sci)

** THE 3 YEAR MATHEMATICS REQUIREMENT APPLIES FOR 2019 GRADUATES AND BEYOND.

Due to our concurrent enrollment with the traditional campus, we work within the confines of 18 week semesters and our students work with two semester classes every 6 weeks to be able to complete and record 30 credits at the end of each semester. This helps to give students the ability to only focus on two classes at a time and also gives them the ability to stay on track with their credits and be able to transfer back to the main campus. We review placement and the academic plan of each student at the end of each 6-week segment and work with students to determine if our model and independent study is the correct academic placement of each student. We make changes, interventions or add additional classes as the need arises.

Rivercrest Preparatory Middle School students begin their regular day on campus at 11:30 am work with the teachers on campus 1:30 pm each day. The day consists of only one class each day that runs for a two-hour block. This is to give the teacher the ability to work with the students for a significant amount of time every day. Students take two courses over each 6-week period and rotate to each class every other day. Within the classroom, students work on their online course work as well as on class projects, discussions, assessments and teacher developed activities to support learning. Fridays are reserved for advisory as well as enrichment, interventions, and PE as the students' schedule determines it.

<u>6 Wk. Segments with 2 classes with 2 hours daily-required attendance</u>

Monday	Tuesday	Wednesday	Thursday	Friday
Lunch 11:00-11:30 pm	Lunch 11:00-11:30 pm	Lunch 11:00-11:30 pm	Lunch 11:00-11:30 pm	Enrichment/Clubs: 10:00-11:00 This is in partnership with the HS students
Class 1: 11:30-1:30 pm	Class 2: 11:30-1:30 pm	Class 1: 11:30-1:30 pm	Class 2: 11:30-1:30 pm	Lunch 11:00-11:30
				Advisory: 11:40-12:00 Divided by grade level
				Intervention 1: 12:00-12:45
				Intervention 2 or PE: 12:45-1:30

Our campus also houses and oversees the Independent Study [IS]/Credit recovery/JUSD graduation track for JUSD. Although our HS and MS are outlined for attendance purposes as an independent study model, we operated on a daily system of instruction for both programs. However, we understand that there are some students who still are looking for even more flexibility and we incorporate a true, weekly model for our Rivercrest Preparatory independent study program.

Our campus supervises both the short-term and long-term IS contracts for all students in the district. Our RPOS IS students are looking for limited classroom time for a variety of reasons and we are work with one teacher to monitor and oversee each student's course work. Students are required to meet with the Rivercrest Guidance coordinator before beginning the program and then a course of study is outlined for each student. Due to transportation and other reasons, we have determined a need to give students in this model a way to attend their weekly meetings and that has led to creating a satellite campus option. These students take course work that is not A-G but meets the standards of graduation for JUSD.

Students are required to meet with their instructor during their outlined appointment time one time a week and work, tests and projects are reviewed, assigned, modified and discussed at each meeting. Each appointment time is limited to no more than twelve students to ensure that all students have the ability to work with the teacher and get support and enough time to discuss, assess, get feedback, etc. Students can choose any time on Monday, Wednesday or Friday at our home campus but if they need to be close to their home school due to transportation or other reasons, they will be counselled to attend on the date that is outlined for each of the traditional campus.

Independent study/ Credit recovery teacher schedule.

Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Advisory: 7:40-8:00 At RPOS Campus	Advisory: 7:40-8:00 At RPOS Campus	Advisory: 7:40-8:00 At RPOS Campus	Advisory: 7:40-8:00 At RPOS Campus	Advisory: 7:40-8:00 At RPOS Campus
Rivercrest	**Rubidoux HS**	**Jurupa Valley HS**	**Patriot HS**	**Rivercrest**
Appt 1: 9:00-11:00	Appt 1: 9:00-11:00	Appt 1: 9:00-11:00	Appt 1: 9:00-11:00	Appt 1: 9:00-11:00
Lunch 11:00-11:30	Lunch 11:00-11:30	Lunch 11:00-11:30	Lunch 11:00-11:30	Lunch 11:00-11:30
Appt 2: 11:30-1:30	Appt 2: 11:30-1:30	Appt 2: 11:30-1:30	Appt 2: 11:30-1:30	Appt 2: 11:30-1:30

All of the three programs that run under the umbrella of Rivercrest Preparatory Online School operate on a 6 week, 2 semester class model. This helps us to give students the ability to truly dig deeper with the material without too many courses to compete with in their minds. It also helps us to outline an expectation of completion of course work, regardless of the age or model that the student is working in.

Although we do not stop or slow down students who look to go quicker through their course work, we have found through the years that our campus has been open, that without a specific ending point and expectation of completion, our students tend to struggle with the need to complete. With all programs, we set an expectation of students working at an accelerated pace. We set an expectation that students should be working to complete 15-17% of their course for both courses.

- Week 1 = 17% COMPLETE in both courses to be on target
- Week 2 = 34% COMPLETE in both courses to be on target
- Week 3 = 51% COMPLETE in both courses to be on target
- Week 4 = 68% COMPLETE in both courses to be on target
- Week 5 = 85% COMPLETE in both courses to be on target
- Week 6 = 100% COMPLETE in both courses to be on target

Intervention and Support Programs

When we first opened our doors, there was a push for students who were looking for advancement and acceleration and although we still have those students, what we have found is that the majority of students that are looking for our alternative education are looking for it because they are in need of a smaller campus, closer relationships with teachers and more interventions to support their learning. The benefit of our personalized plan for academic achievement that we discuss with each student when they enter our campus at the intake meeting is that we can outline the expectation with each student and create specific interventions and classes as the need arises.

Our Fridays are reserved for interventions for those students who need some additional work and support on their core classes. Our district has put in place math and ELA assessment tests prior to transition to middle and high school and we use those to help determine proper placement. However, if we see a student is struggling, we also have access to additional assessment tests through the online providers that we can use to help us determine their coursework and offer support to those students who are in need of deeper supports for academic support. Students are assigned to interventions on a short term or long term basis as we see their ability in their core areas. With the non-traditional school schedule model, we are able intervene during a course and provide additional support until the student is no longer in need of the additional support and guidance, at which point the student can then be removed from the program.

Due to the personalized nature of our program and the small nature of our campus, we have the ability to modify for most students as we see the need arise. We have many students on campus who have challenges impeding their academic success. We work to provide each student with support as they move through their academic journey. We currently have students who are on active IEPs, 504 plans and/or classified as EL learners. Although the four teachers that currently are on campus do not have Special Education credentials, we partner with Jurupa Valley High School and share a Special Education teacher who works with our students, to check in on their learning progress, and discusses needs with our teachers to work with creating an environment that will lead them toward success.

For those students who are classified as an English Learner [EL], we work with the computer system to help with translation services as they find a need when in an independent learning environment on campus. We

also work to outline and modify assignments and work to build academic language within the classroom. With the adoption of the new California English Language Development [ELD] standards, we are working to build content and language knowledge within each course. For all students, we work to create a program that allows the students to get the support they need while working a rigorous curriculum outlined by the teacher and the software curriculum program.

Our goal is to assess students, using both formal and informal assessments as well as looking at their most recent CAASPP scores and additional classroom project based assessments, to identify those students who need additional support and their schedules are then outlined to include a personalized plan of support to work on during the Friday intervention class periods. Currently we are using MyPath from Edgenuity and/or ALEKS to provide remediation in math and reading from a 3rd grade level to an 11th grade level for those students that we find additional supports. Whether they are a student with an IEP, 504, ELL or Gen Ed that has some academic struggles, this helps us to give a totally personalized plan that can work to fill the gaps in the learning and help to develop a stronger foundation of skills as they concurrently move through their academic course work.

Online Instruction

Seeing as we are considered an Online school, we use a variety of software and curriculum systems to create a system that offers support to all students who attend Rivercrest. The main course work for all courses is handled though the online systems that employ to give students a variety of courses. We have gone through the International Association for k-12 Online Learning [iNOCAL] standards review for all courses that we use for students. When we first started our campus, our district had adopted Odysseyware throughout our district to support our needs for credit recovery. It had been typically used for secondary students in a credit recovery model. However, we found that it was also a strong curriculum to start with our campus and we used it as our main online system during our first year of opening. As we begin to dig deeper into our students' needs and our campus' needs, we began to investigate other curriculum systems and also used APEX during our first year to support some students in AP and Foreign language courses. While doing research on the curriculum and the transition to Common Core State Standards [CCSS], our campus began to review the student's needs and we made a decision during the 2015-2016 school year to drop APEX and add Edgenuity as our main curriculum driver for our core classes.

At the current time we have active licenses for Odysseyware [OWare] and Edgenuity. We understand that all students and teachers are not satisfied with one single set of lessons. The teachers have looked deeply into each section to determine the strongest curriculum for each course. Students are expected to work on any or all three systems to complete their courses.

Each system has its own Learning Management System [LMS] and grading component but as our district moves into a 1:1 reality with the current school year, we have become more unified with the idea of online instruction across the district and we are moving to sync all of the students courses through the use of Haiku. We use Haiku as a way to give students the ability to have all courses and expectations in one area and we also use it as a way to discuss with all grade levels and students when not on campus. The online programs that we currently use do not always have the ability for blogs and discussions and it is our focus and direction to take the online course work and create blended classroom interactions and we utilize Haiku for those blended projects and discussion opportunities when students are not on campus.

Our program uses a variety of online software programs to enable and create the best curriculum possible for our students. We have worked with our technology department at the district to ensure that we have the appropriate bandwidth, updated systems and enough devices to support the needs of all students in attendance. During the 2016-2017 school year, our district has transitioned to a 1:1 learning environment. There has been a significant focus on ensuring that all students have a device and that our Wi-Fi and bandwidth can handle all types of software programs.

Although we are still a young program, we have been focused on intently investigating multiple software curriculum programs to find the right fit for all JUSD students. Currently, we are employing Oware to cover our elective, credit recovery and traditional IS model needs. Our staff have been using the program since the inception of our school, since this is the program that our district has adopted as our main credit recovery program for all JUSD students.

As we have reviewed the curriculum and expectations of the program, we have found that we wanted to change our main software curriculum program for two main reasons. First, we wanted to separate ourselves from the credit recovery program in the district. Since all students who are in the credit recovery model in JUSD use the OWare program, we wanted to create a different look for those students who chose Rivercrest and who were using the online system for first time credit. Second, we felt that we needed to offer the students more "direct instruction" type support than was offered by the OWare system. With that in mind, we investigated other programs and we now employ Edgenuity as our main core curriculum provider. We like the built in safe guards, higher expectations and built in direct instruction video model that is accessible by all students at any time for support when not on campus that Edgenuity provides and this has been why we have adopted this program for our main core curriculum for our high school students. Throughout its usage, we have continued to investigate the curriculum and learning objectives outlined in the program and we are always looking for other systems that may offer a more well-rounded and clear direction to learning.

Our teaching staff have been trained by the software providers in both Oware and Edgenuity. The staff is very open to new types of technology, are always open to new and innovative ways to attack learning and are always willing to try new things to create a strong learning environment for our students. One of our teachers completed the Leading Edge online educator certificate program and all teachers have been to a variety of professional development opportunities to support using technology in the classroom. Another one of our teaching staff has a doctorate in Education Technology and realizes the importance of training and certification in this new and developing area of education. Our goal is to have the remaining staff members be training as digital educators through the Leading Edge program within the next three years.

As an administrator, I also have completed the Leading Edge training to ensure that we are all working to continue to learn and advance our technological toolbox to best support our students. There was not specific qualities or qualifications outlined for our staff when we opened our door but all staff members understand the importance of staying present and ahead of the technology curve and therefore, they are all very willing to continued learning and growth.

Beside the teachers on our staff, we have two instructional aides that also work with our students in the lab and classroom setting to support student learning. Their role is to aide and assist students, monitor work progress online and to supervise any working or assessments within the lab setting when students are not in the classroom with the instructor. Due to contract and hours, both aides have only had informal training on the software programs but our goal is to include them with any trainings as we move forward with additional trainings. Our Guidance Coordinator and administration have worked with students and has been trained on the main software systems that are used for students.

When we first opened our doors and began the process of adopting and outlining the expectations of our courses, we made an effort to determine that we did not want to just "stick" to the prescribed curriculum that was set forth by a software company. We have done INOCAL reviews of classes for A-G validation purposes and determined that we wanted to create a hybrid model of courses for approval and for our students. We felt that the software programs had a lot of benefits but we also felt the need to ensure that we pulled kids off-line at times and create our own project based assessments and assignments, in order to create a well-rounded expectation within the classroom setting. This was the mindset that we adopted when we opened our doors and we are still working with that model today for our high school and middle school. Our traditional IS program does not do as many off line projects and assignments due to the fact that they are only meeting on a weekly basis but our HS and MS, due to the daily model of classroom instruction, is working with a combination of online and off line assignments to create a blended learning model. As we continue to grow over upcoming years, our main objective is to create an integrated, truly flipped model of instruction. The goal is to allow students the ability to do their work and front loading learning online prior to coming to class and while on campus working together to create, learn and dig deeper through projects, assignments and discussions that will build their knowledge base and make them more marketable students in the 21st century. The goal is that although we are an online school, that there is a balance between online and hands on learning that creates a strong and innovative system of instruction.

The biggest misconception that people have of our online school is that no instruction is taking place for our students and they are not on campus, which is far from the truth. Our goal is to have students on campus on a regular basis and to create new types of instruction that blend online assignments, off line projects and in class discussions to build students' knowledge base and create an environment that works to mimic the modern work world. We strongly believe in engaging and focused instruction for each student. Our staff is working to outline strong learning expectations with assignments that are both synchronous and asynchronous. By having in class discussions about larger, thematic topics we work to create a space for all students to learn while still giving students the ability to work in the virtual world with online discussion boards and blogs. We feel that this is the strongest way to tackle the material that is being taught and gives all students the ability to succeed in a variety of learning systems.

There is a direct need to determine each student's learning need to ensure that they are in the correct program and that they have the supports needed to succeed. We have found that throughout our three years of existence, we have had to truly make modifications and create a variety of learning opportunities based on the needs of our students. The students in our daily MS and HS model all use the same curriculum programs and off line assignments and our master schedule is created to get ample time for students to work together and work in class to create a strong learning environment. Within the class, the teachers work to see the needs of the students and assignments, projects can be reviewed and modified based on the level of each student. Our hope is to find and address the learning need of our students and to create assignments that all students can use to learn and dig deeper into the standards but also leave open the ability to create personalized learning plans that will help each student with their academic achievement.

If we find that a student is struggling considerably with the material or the online program, we have a variety of ways to address the issue and give the student a way to work through their issues and hopeful experience academic success. One way to address a student is considerable struggling is to modify assignments. Teachers work to address these needs quickly and within the course. We also look at the program being used. If we find that it is the readability or level of computer software program that is creating the problems and we cannot modify it to support the needs within the program, we have changed the software program used for the student or required that take a lab/support section to support their learning.

For our IS program, we have determined that our students are often working in a credit recovery environment, like the other credit recovery programs throughout our district, therefore they use the OWare program only but the teacher does work with each student to modify and create off line assignments, as needed to support and help students move thorough course work.

As we were first established and working on our MS and HS school model, we have worked to create interventions within the programs to support students. Teachers have created and modified assignments and projects that support those students who may be needing a more focused area of instruction. We have creating math lab and reading lab sections for those students who may need additional time and support with the online material. Due to the flexibility and unique nature of our program, we also can work to assess students early in the course and make changes to address that need. For example, with some of our students, in both the MS and HS, we found that their math level was not as high as some other students and that they were struggling, so we were able to create a math foundations class that was outlined on the traditional campus, to give students access to the foundational skills that they were missing.

We have found that throughout the past few years, our D/F rates has increased and we are working to address that. The main reason that we have found is that the student's grade of D/F is directly attributable to the amount of time that is spent online, while off campus. We have found that students are struggling with logging in while at home and therefore, when they do not log in, they do not even access the material and there is no way that their grade can be higher if they have not accessed the material.

Currently, the main reason that we have modified our program and returned to the daily model, with more time in the classroom and with 6 weeks for two classes is due to the needs that we have witnessed with our students who are struggling to succeed in our first alternative model. The majority of our students were demonstrating that when they were in class and working with the teacher, they had a stronger ability for success but it was when they were home that they lacked the support when in a more virtual

environment. Therefore, we are hopeful that with this new model, our students will be given more access, more face to face time for questions and more ability to be successful with all classes.

Seeing as we are working with our student's work primarily in an online environment, we have the benefit of seeing students work quickly and teachers can work with the assessment of their work on a quick basis. Our district has instituted assessments in both math and English in 6th and 8th grade to help with initial determination and placement within in classes. This has given us a stronger ability to assess student levels and has helped us in creating the best placement that we can to give students continued support. We also have many informal assessments in place as teachers are working with students to see that they are in the correct classes. Our guidance coordinator does a fantastic job at looking at the level of each student at the initial intake and monitors throughout each segment to determine that we are address all of the needs of our students.

The benefit is that students can also use their own work to assess their learning, often times before it gets to the teacher. Our current system is set up that give students the ability to work on their online assignments and if they pass with 80% or higher, they automatically can move to the next assignment. However, if they do not score at the appropriate threshold, students are given another opportunity to learn from their mistakes and make corrections to proceed forward. This inquisitive model, which is very untraditional from the typical classroom model, is very beneficial to the learning of our students but has been a challenge as we transition because many of our students have never operated in this model. For us, as a staff, we find the benefits of having students learn from their mistakes and work through the challenges but it has taken and continues to take training with our students and an understanding from our parents to learn that the new method of learning is now based on this model, instead of the "turn it in and hope for the best model" that has been the traditional learning structure.

Besides the ability to use the assignments for assessments, we have a unique benefit with the online model to have multiple assessments built into the system so that we can look at the needs of our students and adjust and retest, if we find a need. Through the online system, there are multiple measures; quizzes and tests, for each unit and the majority of classes have end of class test that give teachers the ability to assess the learning within the online system. Our staff has also found that they want to have additional measures of assessment, so they have created labs and projects that ensure students use a variety of methods to gain information and have them create a project that demonstrates their true learning. This gives teachers the ability to see and address all areas of student learning and make support and changes based on those assessments.

We also understand the importance of ethical and authentic learning in an online world, due to the fact that much of the learning should be is done when not on campus, therefore we strive to get a true assessment of that learning by requiring that all students take tests on campus and with the support of teacher or member of our staff. We typically stress that students are to take all tests/assessments in the presence of the teacher that they are working with. However, due to the time, there are a few instances where students may assess within our lab setting but that is not the norm. Our desire is to have student test/assess with the teacher so that if there are concerns or questions, they can have them answered at that time. A few of our staff have even developed end of unit projects instead of a single test in order to truly see a variety of levels of learning that were outlined at the beginning of the course and get a strong, authentic picture of student learning. With all the focus on online instruction and coursework, we also understand that there is a need to create a school culture and to give our students the ability to connect with the campus and to interact with other

students. That need for increased time on campus and increased ability to create programs and clubs that give students a well-rounded MS and HS experience is another reason for our change to the model that we are currently operating under. Seeing as our campus is still very young, we are still working to develop our culture and to outline what is looks like to be a "Rivercrest" student. With the fact that we share concurrent status with the three traditional campus for HS, our students often have a duel sense of culture.

With the flexibility schedule our students have the ability to participate in the programs we have on campus, whether that be Anime club, Travel club or music club but they also have the ability to be part of the larger HS campus with their involvement in theater, choir, or athletics. We have created field trips for both our MS and HS students to help them experience learning activities outside the confines of the classroom and community walls. With trips to the animal sanctuary or learning to take the metro to attend an art exhibit in Downtown LA, we are looking to increase the ability to help student gain opportunities to socialize and experience learning outside of the typical school world. Although we are still working to get more students involved, we have had close to 25% of our student participating in one or more activities throughout the school year.

When talking with students, what we have found is that the look of the typical school day and the uniqueness of it is what draws our students to our campus. The interaction that students have with teachers and students on a daily basis is very different than what a "regular" classroom looks like and it is this small, face to face, one on one is a major attractor for the majority of our students. Many of our students, we have found, are looking for a small work environment and a closer relationship with their teachers and school staff. They have found that in the larger world, they just did not feel a connection and often times it was the problem with that that lead to their lack of success. Therefore, with our model and day to day interactions, students feel more connected to our campus and to their studies.

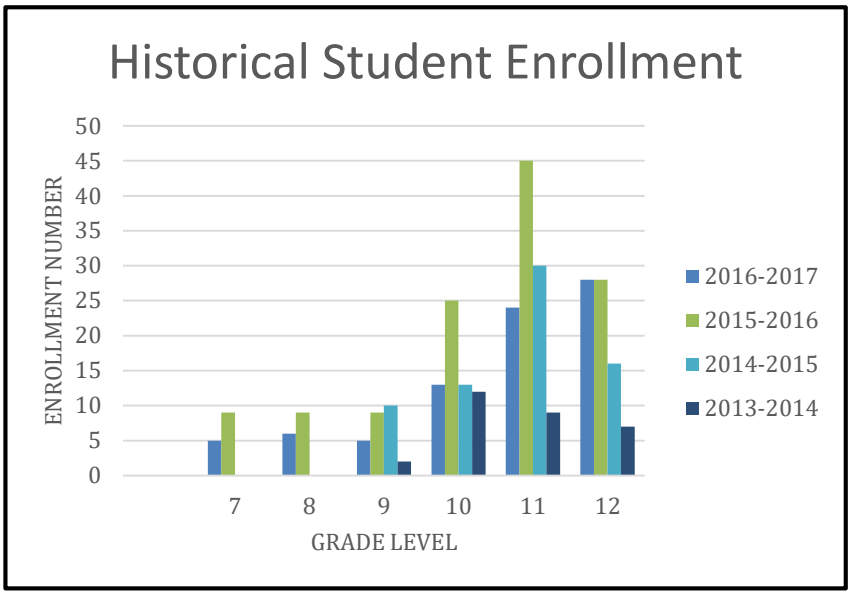
With the start of the 2015-2016, we were blessed to add a Guidance Coordinator to our staff who has made a tremendous difference in the information, access and accountability for our students. With a strong knowledge base in the expectations of FASFA, college enrollment, alternative programs for student success and an open door policy for all students and parents, it has made for a great support for our Rivercrest students. Currently, all potential students and parents meet with our Guidance coordinator to review their current academic standing, expectations of the program and review of services. With that intake meeting, we determine the best academic placement program for the student and she then outlines the courses needed and creates the student's personalized plan for academic achievement. This is also the time where we have the ability to intervene with students to determine if they are in need of supports, remediation or enrichment opportunities. Our staff is also very proactive about analyzing and reviewing where each student is and if they need additional review, counseling, support, etc. Our GC and our mental health counselor are always prepared to support our students with their social-emotional and academic needs in order to develop a well-rounded support program for each student.

With the addition of our Guidance Coordinator, we have been able to make a more focused attention on developing and having conversations with students regarding their future. We look at each student individually to determine the best way to prepare students for postsecondary college and career. With the 2016-2017 school year, we have established a homeroom/advisory program by grade level and we are concentrating our efforts in that time period to help give students information and opportunities to work with our staff to discuss preparing for postsecondary life. We are using a variety of lessons from SAT,

Career Cruising and other avenues to help students to see the larger, more global world beyond our high school. At this time, we do not have any specific programs, such as AVID or CSF but we are excited to discuss these opportunities with our students through our Advisory program.

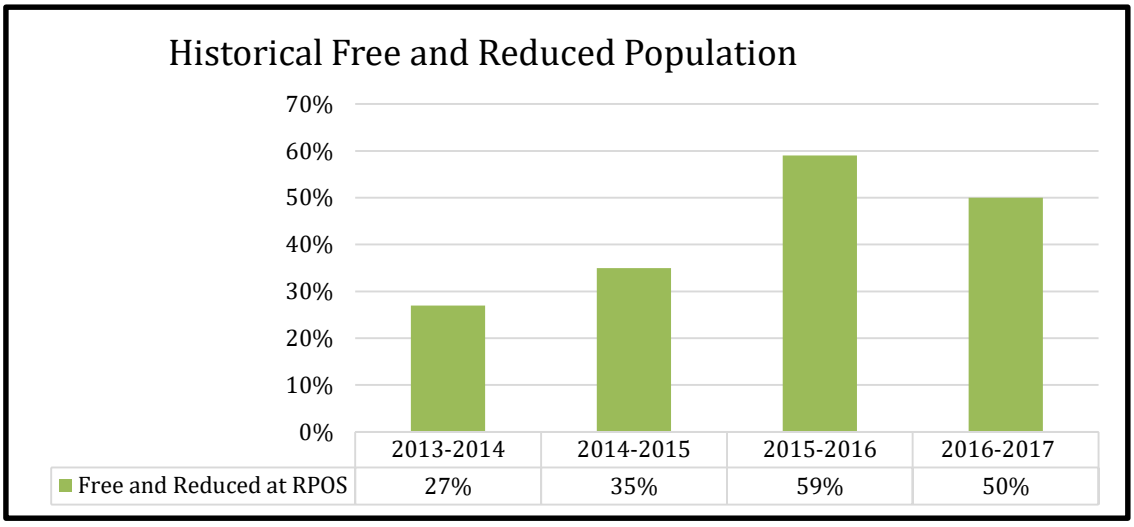
Enrollment and Demographic Data

Rivercrest is an open-enrollment school, which does not have identified school boundaries. We serve students from across the district and beyond. The majority of the surrounding community is Hispanic, with some African-American and White students making up pockets at each of the traditional high schools. Currently, our district serves over 19,000 students; 85.4% Hispanic, 10.0% White and 2.0% African American students. The remaining percentages of students come from a wide variety of other ethnically diverse populations, but none constitute a significant subgroup on the campus at this time. With the alternative nature of our program and the movement of some of our students our enrollment fluctuates a bit but we have been increasing steadily since our initial opening.



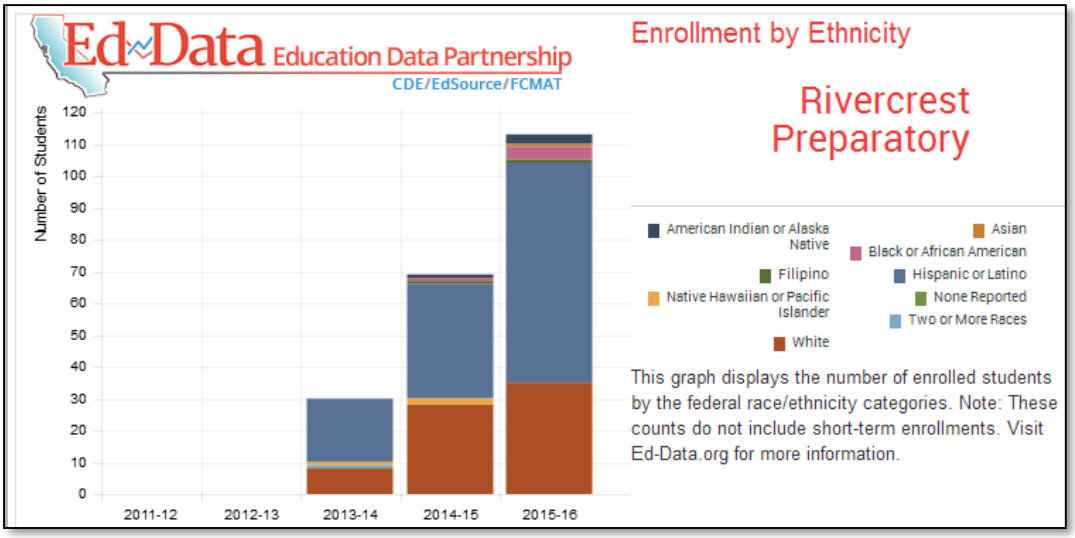
We opened our doors in 2013 with 30 students but we have increased by more than four times with a peak enrollment of 125 students during the 2015-2016 school year. When we first opened in 2013-2014, we were an alternative site for grades 9-12 but as the program grew and students and parents in the community began to see that there was an alternative learning option, we added grades 7-8 during the 2015-2016 school year. Currently, with the start of 2016-2017, we have 79 students and we always are getting calls from parents and our partner schools regarding placement for students.

We have found that with the movement of our students in and out of our program, that our district Free and Reduced lunch students have increased fluatuated but has gradually increased over the first two years to hold at about 50% of our students. All of our school are creating programs to support our students who are in need of outside services to experience success. Our data with free and reduced does not mimic the district but we are aware of the needs that all of our students face, regardless of whether they are outlined under this status. Since our opening we have had as high as 59% students that qualified for Free and Reduced lunch and as low as 27%. This total fluctuates based on our changing enrollment of students throughout the years.



Enrollment

Historical Student Enrollment Grade	2016-2017	2015-2016	2014-2015	2013-2014
7	5	9	N/A	N/A
8	6	9	N/A	N/A
9	5	9	10	2
10	13	25	13	12
11	24	45	30	9
12	28	28	16	7
Total	81	125	69	30

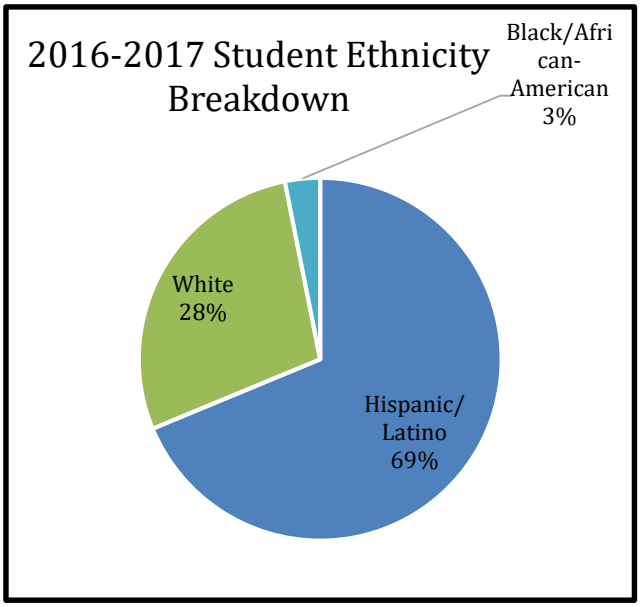


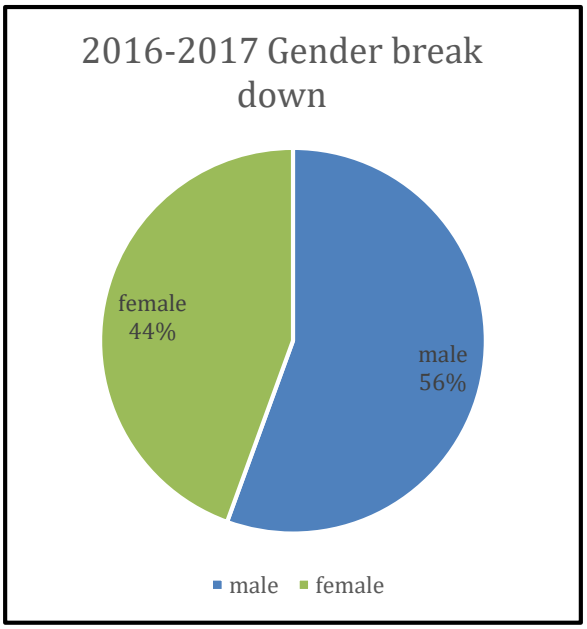
Since our opening, we have always had a larger number of Hispanic or Latino, with our highest percentage coming in this year at 66%. However, this is still a lower percentage than our overall district average of 83.9%. Of the students we currently have enrolled, [as of December 2016], we serve 66% Hispanic or Latino, 27% White, 3% Black/African-American and both Korean, Chinese and Native American at under 1 %.

Current 2016-2017 enrollment [as of December 2016]

Grade	Gender		
	Female	Male	Grand Total
7	2	3	5
8	3	3	6
9	1	4	5
10	6	7	13
11	10	14	24
12	14	14	28
Grand Total	36	45	81

We have almost even break of females and males. However, we also have at least 2 students who are transgender and therefore they classify themselves differently than our current student data system.





With all of our students, the primary language is English, however, we do have eight students currently classified as an English Language Learner. With our program there is a need to independently work and read at an accelerated level, so we do our best to ensure that students who chose our program are classified at a ELL level of 3 or higher. The online system has built in supports and resources to support those students who may need some support with the language. However, we do not currently offer any separate ELD program but work to embed the ELL standards and supports into all of our content courses. Throughout our four years, we have had a peak of nine students who were classified as ELL and our lowest number of ELL students at one time was one. Our current makeup is six students all classified at either the 4 or 5 ELL proficiency level. Due to the small numbers of ELL students, we do not have a significant amount of CELDT data for review.

Grade	Language Proficiency	Total
7	EO	8
8	4	1
	EO	5
	I-FEP	1
9	EO	4
	R-FEP	1
10	EO	3
	R-FEP	3
11	4	4
	EO	12
	I-FEP	3
	R-FEP	6
12	5	1
	EO	17
	I-FEP	4
	R-FEP	6

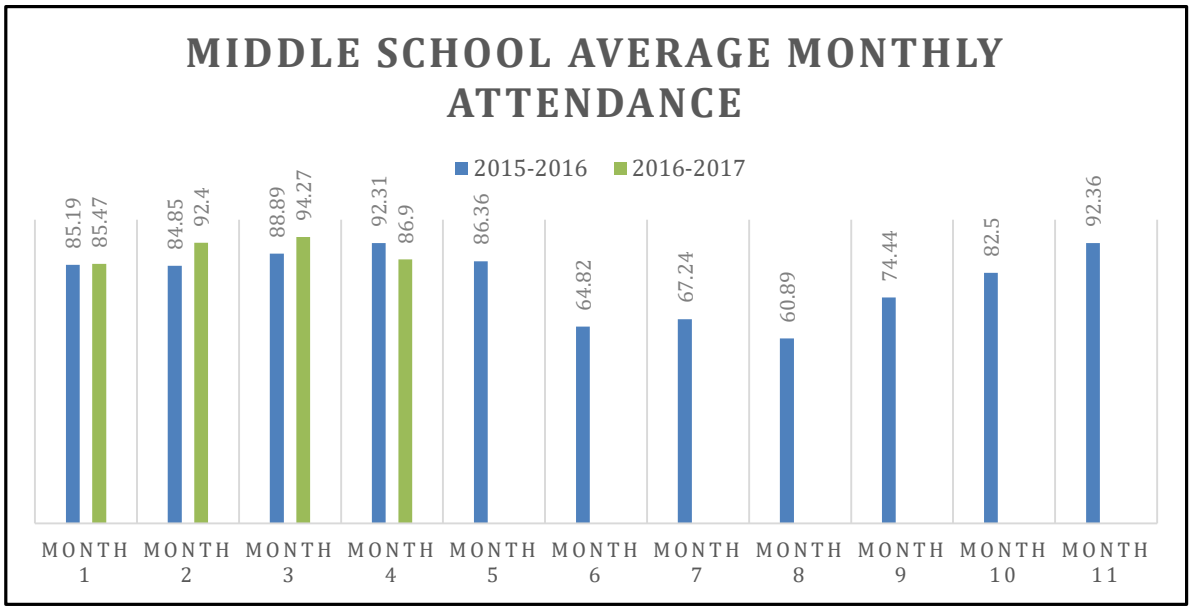
For the students that we have that fall into either a 4 or a 5 Language proficiency level, we work to ensure that they are getting support similar to the comprehensive, traditional high schools. All staff members are CLAD certified and work with a variety of ways to support our ELL and all students in their learning both language and content objectives. With the move to the new ELD standards, we are working to create more opportunities for all of our students with the emphasis of using academic language and building in the supports within the content areas.

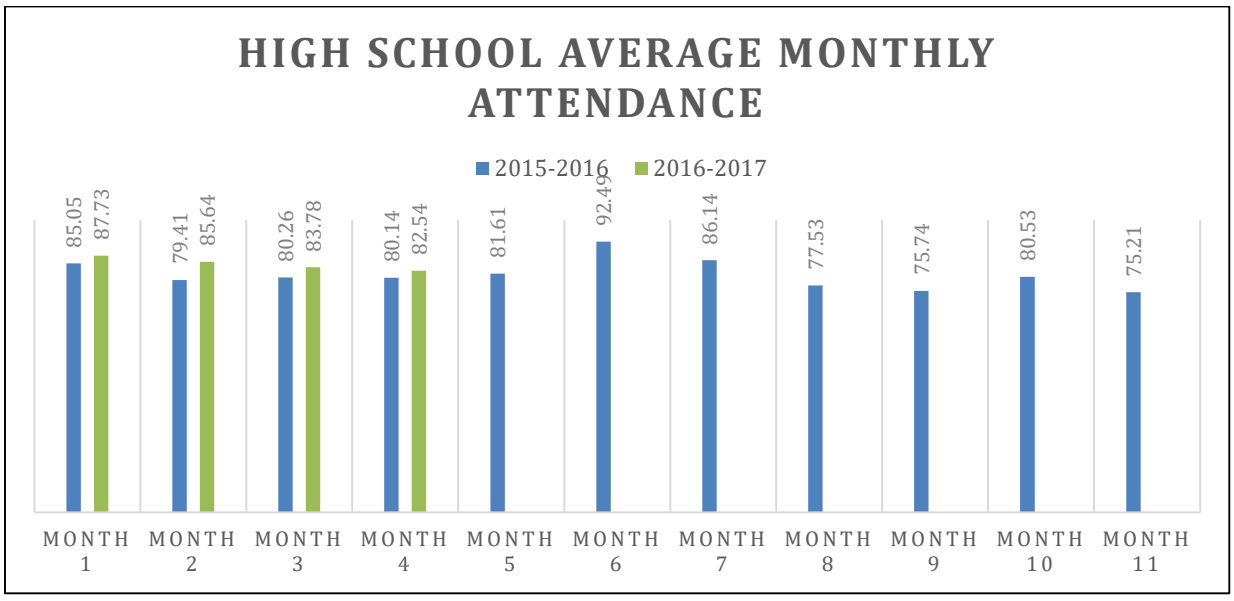
Attendance Data

Attendance data is one area that is a bit more difficult for us to track due to the model of Independent Study. We have students coming in and out of our program on a regular basis. We utilize an independent study model for our collection of Average Daily Attendance [ADA] and we have our daily program as well as our once a week program and with that, we have found that many of the students who choose to attend our campus are doing it because they struggled with attendance in the traditional model, so often times, we are working on getting them to get back on to a regular school schedule as well. With that being said, we have informal marked that our students on the daily model are coming more regularly, seeming to like the

structured but flexible day and are working more on their classes and getting more completion with our 6-week model.

Based on last year's attendance, we found that for our middle school we have increased in the first three months, with significant gains in both months two and three. Students have been making it a point to attend and we have seen more participation and success due to that. We saw a slight drop during month four and we attribute that to the withdraw of two of our MS students, who had strong attendance and with our small numbers, that put a significant dent in our attendance. This has been a good start to the school year and has given us more time to work with our students and ensure that they are understanding and asking questions and getting support where needed.





As for the high school, we have increased in the first four months at 4.4% and went from 79.41% in month two in 2015-2016 to 85.64% in month two for 2016-2017. It has been a very positive move that we have maintained a rate of over 80% for all four months this year. With our population of students, a large number of have had some issues with attendance in the past, this is a great sign and we feel that this is helping us to be able to work with students and get more success as they move through their course work. Again with this increase in attendance for our students, we are hopeful that this will give them the help and ability to ask questions and get clarification when needed. We will continue to track this throughout semester two in order to see and changes. We still have a need to get more students to work from home when they are not on campus but we are making progress in supporting students and getting them to work and be on campus.

Graduation Rates

With only two years of graduation classes, we do not have a significant amount of long-term data on our graduates. With the first two-year of graduates, we have had a 100% graduation rate, year one and <93% graduation rate, year two. We are proud to say that is considerable higher than both our district and state averages. With our second year, we had students join our Rivercrest umbrella who had been previously participating in the Independent study program under their home school. This increased our number of enrolled seniors. With this current school year, we have 28 seniors, but we know that our number will fluctuate due to the movement of students in and out of our program at the semester. Some students still want to graduate from their home school, so although they completed a significant amount of their schooling with us, they may not be reflected in our final graduation rates. Overall we are feel that the program that we have is working toward giving students another option and helping those earn a diploma.

Recent California Department of Education [CDE] suspension and expulsion data comparison

Rivercrest Preparatory currently does not have any CDE suspension and expulsion data. Since the beginning of the school year, we have not had any referrals, detentions or suspensions for any Rivercrest Preparatory students. With the small, personalized program, there a few students who have requested to attend our school, although they may be on a suspended expulsion. These students are working to get back on track and realize that our campus gives them a better environment than a larger, comprehensive high school. Therefore, when looking at data, there is often times it outlines that we have 2-3 suspensions but that is misleading. Our campus has only had one suspension since our doors opened. We work with our PBIS program to help support the positive behaviors on campus and because of the relationships and small nature of our campus, student and staff relationships are built on trust and connections and which makes for a campus with little or no discipline issues.

Eight State Priorities

As the LCAP began to work as the main focus for our district, we too adopted the idea that the Eight State priorities areas are the main focus of the decisions that we make on our campus. We have outlined these

areas into three large scale goal areas that we work with as we make decisions for all programs, resources and needs for our students. As previously outlined in the beginning of the report, we are operating our facility with a focus on finding the best model for all students and creating an area that gives them the feeling of security and safety so they can succeed. We are working to outline our needs and objectives through the lens of the eight state priorities and will continue to use these to evaluate data, make changes and create programs.

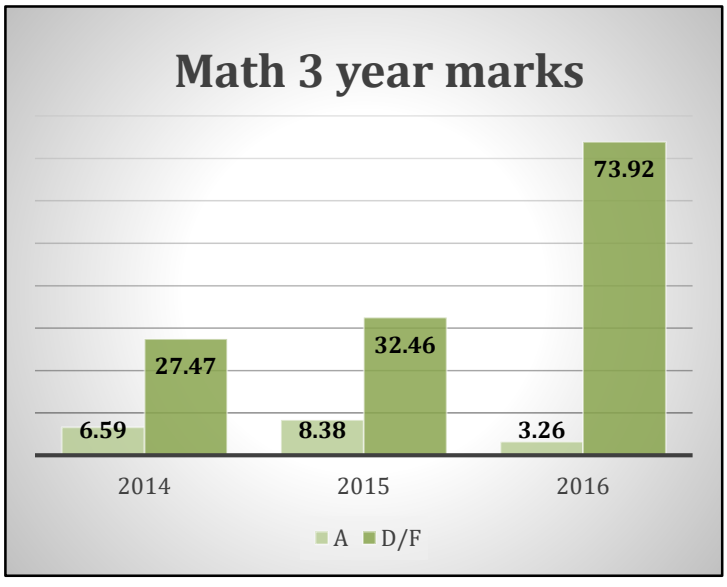
With all the changes in assessment and funding, we are still very new in the analysis of data but we are finding that although we are making strides, we still have a significant need to create supports for our students to ensure they are college and career ready when they leave our campus.

Grade Mark Data

One of the major issues that we have been working with since opening our doors is the idea of course completion and student success in passing courses. Our model/system of learning is very different than the traditional model and we have seen the need to make adjustments in our model, delivery and expectations as we have worked with our students each year.

When looking at the grade data over the last three years, we understand that we still have considerable room for improvement but we also are well aware that over these three years of comparisons, our student population has changed with each year, we have set higher expectations and we have demanded more rigor with a new online curriculum program. All of these reasons have played into our passage rates. With our new, longer working model and block scheduled daily class model, we are making more strides and we feel there will be an increase in passage of courses in the 2016-2017 school year.

<u>Math</u>

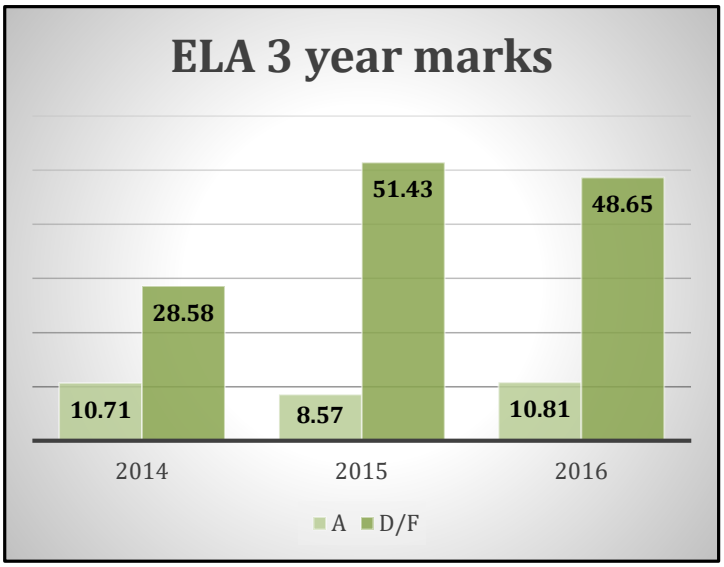


We found our low grade marks in math to be an area of need and our data in grade marks mimics the problem areas that we have found with our CAASPP data as well. Our kids are going through new processes with the introduction of Common Core and our district also has had a history of needing to create more supports for our math students.

During the 2016 school year, our D/F rate experienced a massive increase, over 120%, and we realized the need for additional support for students that were struggling. During 2nd semester of 2016, we noticed this issue and worked to change the model at that time to create a 15-week program which

made it so that students would have their course open during the majority of the semester and they were expected to meet with the math teacher each week to work on and work through their math work.

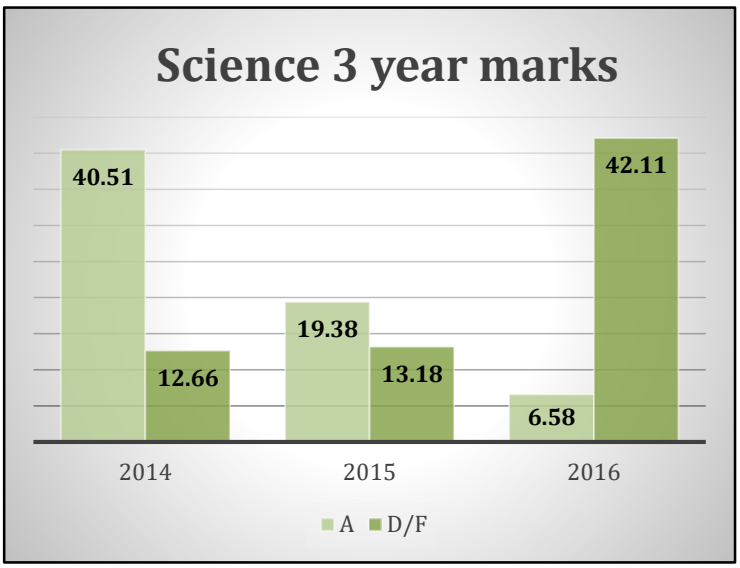
Unfortunately, students did not come to these meetings, no matter the amount of communication and discussion with students and parents and it created more confusion on how they were working with their math instruction. Therefore, we have altered our model this year with our entire school, created the 6-week model and block scheduling and have built in support on Friday for those students who are struggling to work on the material. We also have incoportated some additional notetaking supports, tutoring supports, online resources and the use of McGraw Hill's program, **A**ssessment and **LE**arning in **K**nowledge **S**paces, ALEKS for those that need additional supports. We are hopeful these interventions will make a significant difference in our D/F rate for the 2016-2017 school year.



English

As we see with our ELA grades, we are also in an area that we need to focus on to address our student needs. We began using a new curriculum program in 2015, Edgenuity, which works to demand much more from our students and with the introduction of Common Core, there have been some changes with ELA expectations over the three years we have been open. As we can see from the data, we have again had a significant increase of students earning D/F's during the last two years. We have decreased from 2015 to 2016 in the amount of D/F's awarded but we still have work to do to improve student learning.

Due to the nature of our campus, with independent study and students who may not have been successful in the traditional model prior to coming to us, students are often times taking a few years of ELA during a single year and so we have elevated rates of enrollment in ELA classes, therefore there is often more of a possibility of students who are taking multiple semesters of ELA, successfully or not.



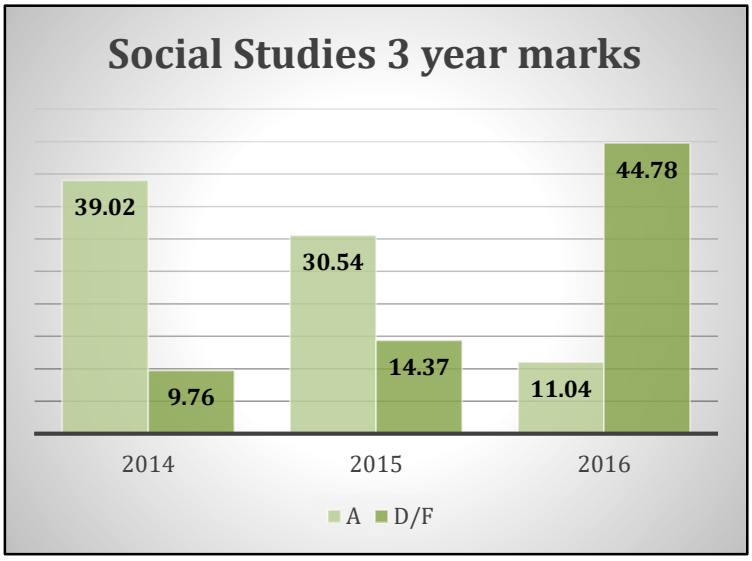
Science

There has been a very large shift in our science marks over the last three years. The biggest reason that we can attribute to this is the change in online curriculum and the increased rigor in our science

courses. With the focus on getting our students to work toward A-G requirements and an increased work load, the change from Odysseyware to Edgeunity was a significant wake up call for our students.

This is most visible in our science grades. With an increase in students taking science courses, we increased the likelihood of more unprepared students. Our current science teacher also is very focused on working on establishing a true flipped model of instruction so that class time is spent more on hands-on labs and projects and online and content work is being done at home. This is a new concept to students and we found that it is one area the we want to train them on but with that training, there are some speed bumps as we move forward. Students had more of opportunity to work with hands on labs and projects during the 2015-2016 school year but we found that they still were struggling with understanding that learning is happening outside of the classroom also and that they also needed to work outside the confines of the classroom.

Social Studies



Again when looking at grade data over the past three years, we can see a significant switch in students passing vs students who are barely passing or not passing at all. When looking at Social Studies we are looking at students in World History, United States History, Government, and Economics; which are all required courses for graduation in our district. We found a major increase from the prior two years of students getting D/Fs in these courses. Again the main issue that we are working with is that our students and our campus were not prepared for amount of rigor and high level expectations that came with a change in software company. The difference between the two systems, gave many students a challenge. Our staff worked with all students to give extended time and to make up course work in other segments to ensure that if they failed the course the first time, that they were prepared for the rigor and expectation the second time around.

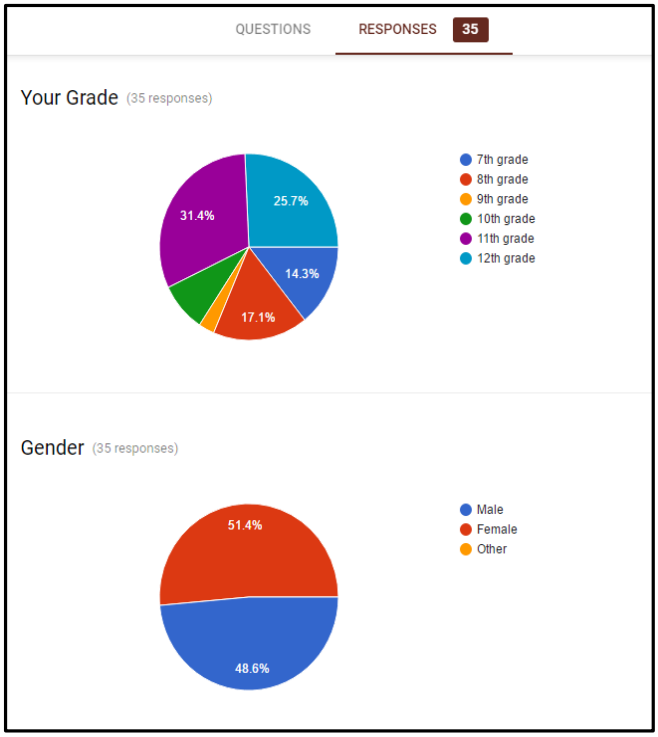
While reviewing this data, we understand the implications of students who are failing and not preforming at an acceptable level. We also understand the need to create a system of supports for students who are struggling and need help with course work. What we have determined is that this data clearly outlined that we needed to make some changes within our system to support students and that due to the new program and learning model of a more rigors curriculum, we experience more students who were not as successful as we would like. Also we have students who are not successful in a course and with the flexible nature of our program, they have the ability to retake the course during the year to pass. Therefore, there are times that with the data we find duplicate courses where the same student may be registered with a D/F and then later in the year took the course again and received a higher grade.

With all of this data in place, we took a good hard look at how our campus was running and that is why we made some major changes to our school day and curriculum model between 2015-2016 and 2016-2017 [our current school year]. The main change that we made that helped to facilitate a bit more success was to change in our course length and enrollment model. By going from one course over a very quick three-week time period to two courses over a six-week model and establishing our daily model of block schedule and instruction, we already are seeing a higher passage rate and completion of classes. We have found that with the increased time, students are a bit more relaxed while working through the material and by having the daily expectation of attendance with the teacher, there is more time for one on one support, instruction, group work and project based learning to reinforce and support the online curriculum.

Secondly, we are now into our second year of using Edgenuity. Both our teachers and students are more in tune to the needs and expectations when using the curriculum. Teachers now have more experience working with Edgenuity and are better able to modify it as necessary and clarify and explain concepts which are difficult or confusing. We are already seeing better results and will have a true picture of the impact of our changes at the end of semester one.

Parent and Student data

Throughout the four years that we have had our doors open, we have formally and informally reviewed our program, curriculum and campus safety with both our parents and students. With the small number of students, we do not have a significant amount of feedback from all parents and students but every year, we have reflected and reviewed on our practices. Due to initial feedback, we have revisited the course segment model, we have created more opportunities for tutoring and we have utilized a new curriculum company with more build in support models.



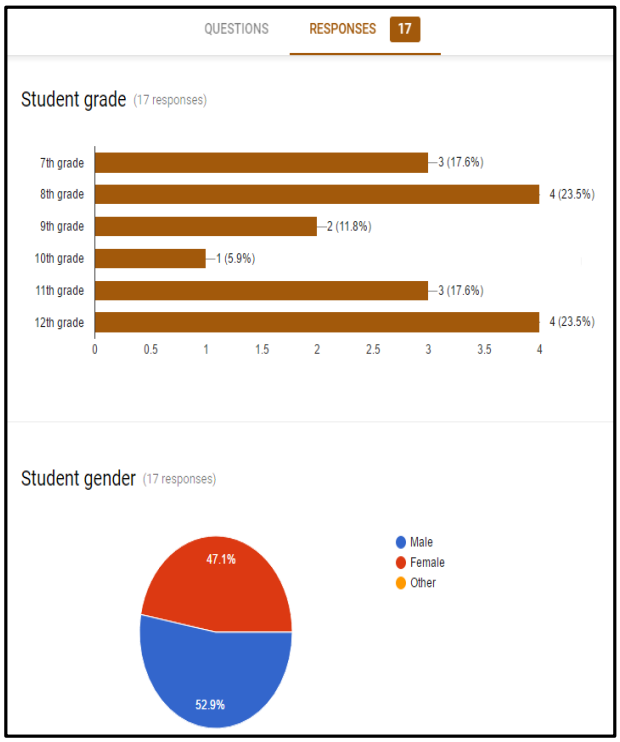
From the review of both parents and students at the end of semester one this year, we have found that both groups are very satisfied with the relationships on campus and that we have made a positive impact on students and parents. We asked both students and parents a series of questions and asked them to express their feelings on a scale of 1 to 5; 1 being Strongly disagree with statement and 5 being Strongly Agree with statement. [Full survey and findings included in appendix]. We are basing our findings on the results of our survey, which saw 43% of our student take it and 21% of our parents participate.

With students, we found that out of 37 questions, only nine questions average under a 4, and of those nine, four questions were written as negative questions regarding issues on the campus. For example, for the question regarding

Harassment and whether it is a problem at this school, the responses average was a 1.23, with all but two responses registering as a 1 or Strongly Disagree.

We are proud of the fact that for most questions; whether it was asking about adults treating students with respect, whether the work was challenging and helping to prepare them for the future, or whether it was regarding the fact that they could get support or guidance when struggling, overwhelmingly our students responded with an average of over 4 or Agreed.

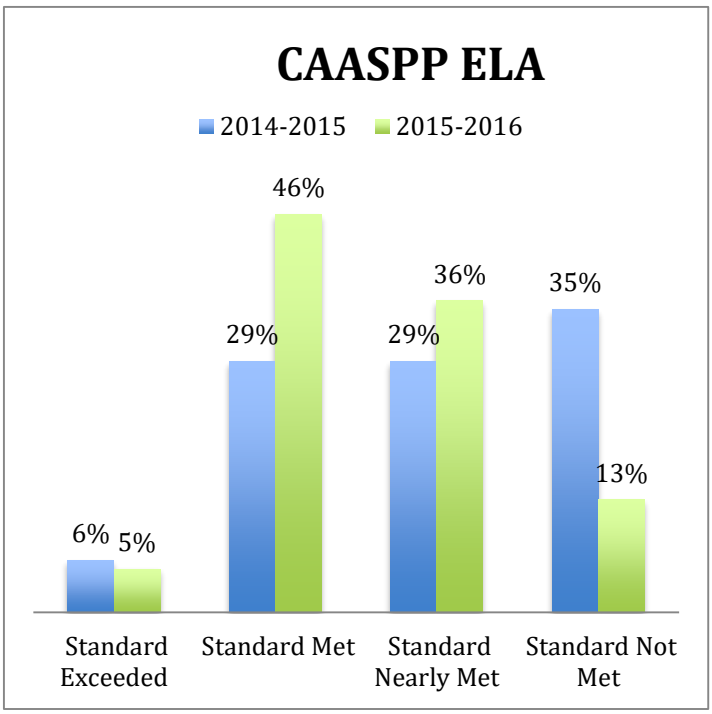
There are still a few areas where we did not get an average of agreed; areas of issue dealt with the fact that students feel they do not spend enough time on their course work and that 6 wk/ 2 class model may not be the best for them, but even those two areas registered in the high 3 or Neither fully agree or disagree and much of it is based on their own individual expectations and off campus work. We know that we need to address ways to continue to create a model that helps every student and work to motivate our students to put in the time online when not on campus but overall, we feel confident that students are being respected, have a strong relationship with at least one adult on campus and find that this is a school that they enjoy. The biggest piece of the student survey that we felt validated on was the fact that when asked if they wished they went to a different school, the average response from all survey takers was a 1.46 or 1 which was Strongly Disagree. This helped us to feel that we are creating an area that students like to be and that is giving them the education, challenge but support they need to succeed.

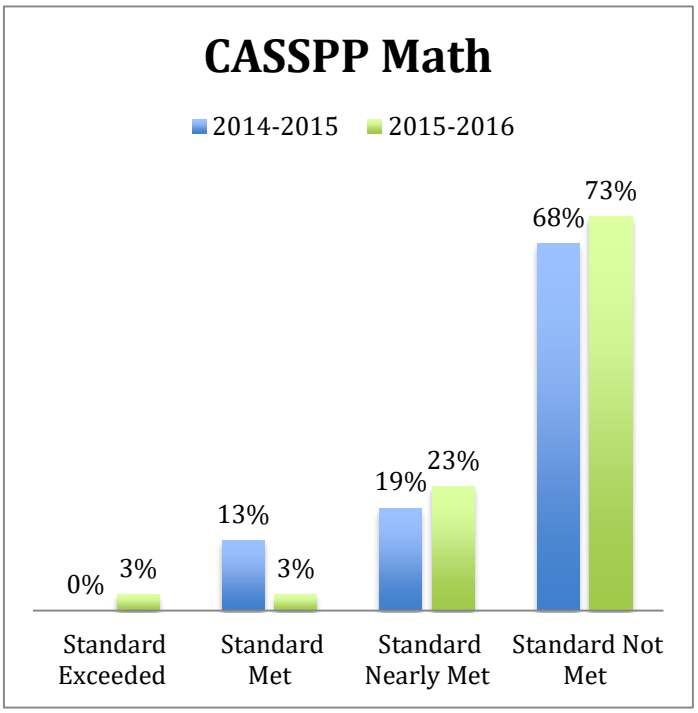


We did not get as many parent responses as we did students, but out of the 21% of parents who offered their opinions, we were pleased to find that on all 28 questions asked, the average responses were at a 4 or higher, meaning that in all areas parents agreed that we are supporting their students and helping them feel comfortable and working to get them to be prepared for the future. With a variety of questions dealing with how much their student is being supported, how safe they feel the campus is and if our campus is a safe, clean and supportive, our parents overwhelming agreed.

Where we felt the best is that with the final two questions; "Overall, I am satisfied with the student's education at this school" and "I would recommend this school to other families", the average of both was above a 4.5. We felt these two questions were very telling on whether we are doing our job to prepare our students and if they are satisfied with their students' academic experience. We know that since we did not get a larger amount of parents to participate that we might still have areas that we need to work on based on those undocumented responses but we will continue to work on getting more students to participate and we will then have a better picture of the areas that we need to work on.

CAASPP Data





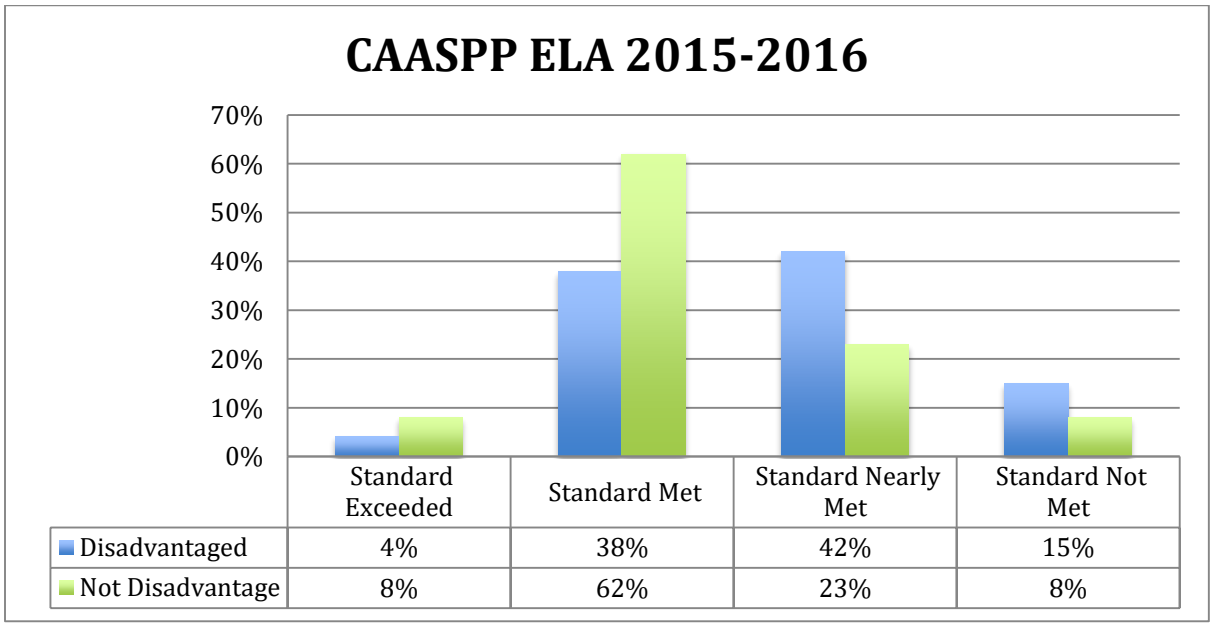
With only two years of data, we can only begin to get a snapshot of the needs of our students but what we find is that we are making some strong gains in ELA but that we are struggling in supporting our students in Math. As we can see with the data, we have determined that we are making strong gains in getting our students to move into the Standards Met and Nearly Met category in ELA. With an increase of 17% in the Standards met category, we are looking forward to continuing to build on the systems that we currently have in place for ELA to continue to give students the opportunity to meet the 11th grade ELA standards. We were happy to see that we decreased our students in the Standards Not Meet in ELA by 22%, but we still need to focus on getting students from out of the bubble in the Nearly Met category and into the Standards Met category.

As for Math, we are finding that with the accelerated nature of our program, math is a subject that we must really work on to give our kids more supports as they progress through their learning. Within our district, we have acknowledged that we need to continue to work and support our math instruction. All math teachers have been trained in balanced math review and during the 2014-2015 and 2015-2016 school years, JUSD has been transitioning from traditional mathematics to a more integrated approach. With these transitions, our district has been looking to make gains in all students' math knowledge. Currently, JUSD had a 23.5% students Meeting or Exceeding the math standards, which is 10% less than the overall state average in 2016. We were far below that average with only 6% in the Met and Exceeding categories. With this in mind, we have worked to build in longer time to work on subjects with the change from 3-week course models to 6-weeks. We also have worked to incorporate the ALEKS program through McGraw Hill

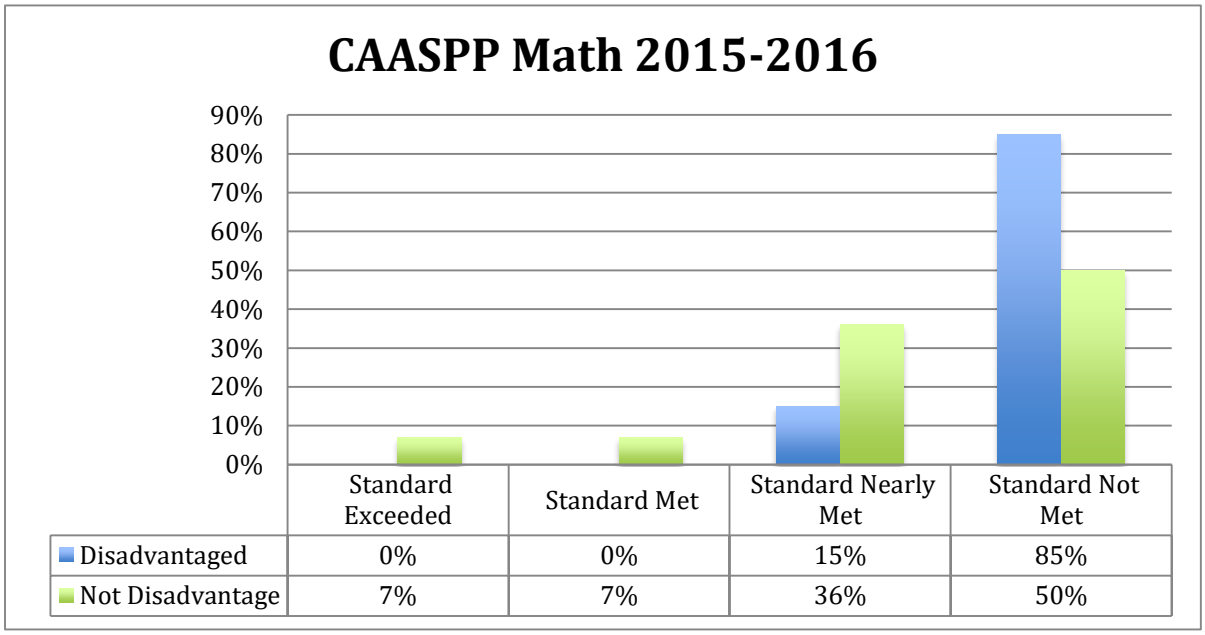
Math and more targeted intervention supports online with our Friday intervention schedule. We will be reviewing the progress of all of our students throughout this year to help build a stronger foundation.

One area that we also wanted to focus on is our students who are considered Economically disadvantaged. When looking at our make-up, we have found that many of students that choose our site are coming to us with many challenges. With both ELA and math, we find that there is much that we must do to support our students that our coming to our campus for help.

The largest discrepancy with ELA are the students in the Standards Met column, with a difference of 23% between the two groups. Realizing that there is a significant amount of students in the nearly met column, we need to work with those students to help support there move from the Nearly Met to the Standard Met column. As for the math, it is very obvious that we need to work with all of our students, but especially those who are classified as economically disadvantaged. With a large difference of 35%, we find that the students who are listed in this category are in greater need of a support and intervention program. We are working to develop that through our intervention program with our Rivercrest students. We also will be want to provide a system of individual support for our traditional IS students.



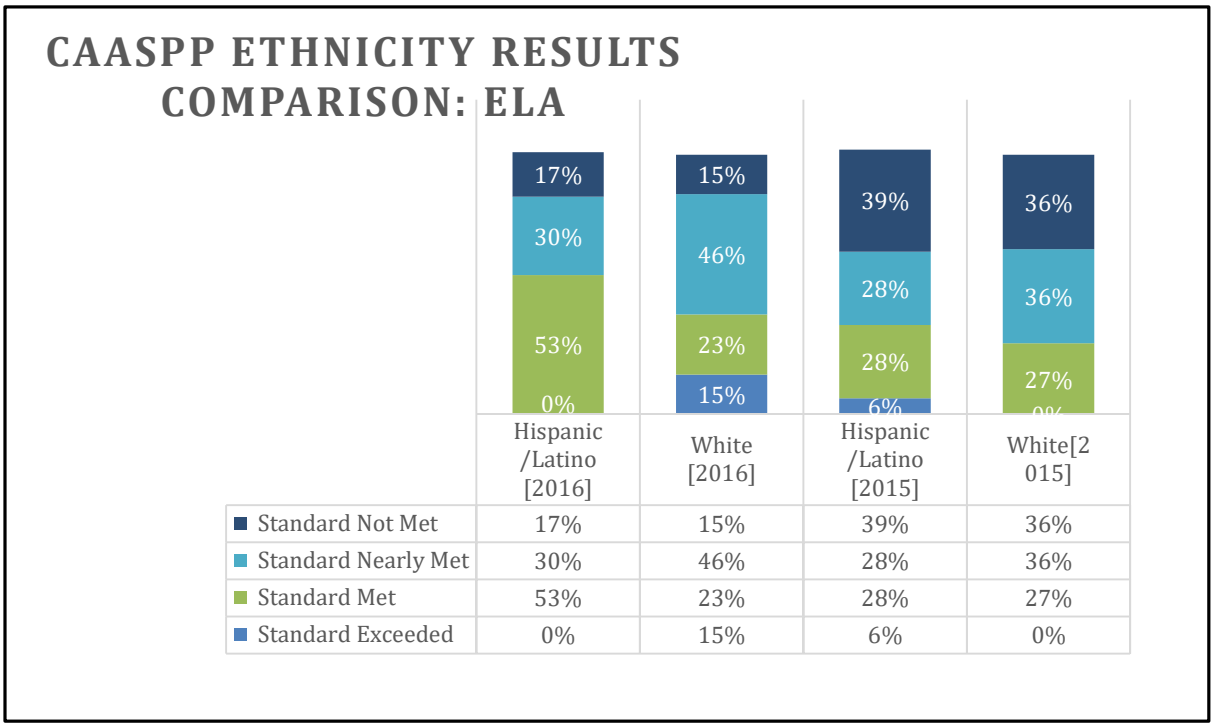
	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Disadvantaged	4%	38%	42%	15%
Not Disadvantage	8%	62%	23%	8%



	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Disadvantaged	0%	0%	15%	85%
Not Disadvantage	7%	7%	36%	50%

The last area that we need to review with our CAASPP scores and the needs of our students, is that breakdown of success and challenges based on ethnic breakdown. Currently our campus only has two significant sub-groups, Hispanic/Latino and White.

Based on the data, we see that we have made gains in ELA for our students moving out of the Standard Not Met column, but where we find the biggest discrepancy, is that we increased our White students in the area



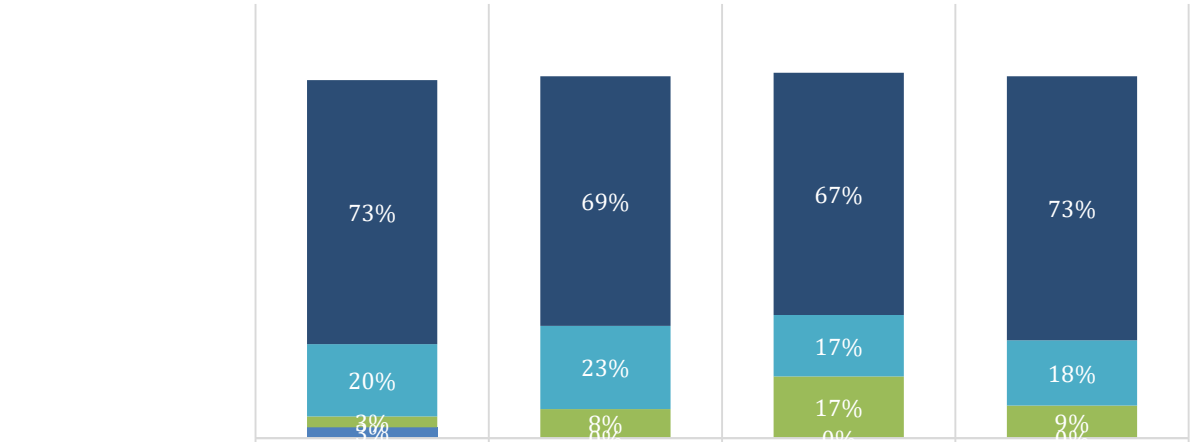
	Hispanic /Latino [2016]	White [2016]	Hispanic /Latino [2015]	White[2015]
Standard Not Met	17%	15%	39%	36%
Standard Nearly Met	30%	46%	28%	36%
Standard Met	53%	23%	28%	27%
Standard Exceeded	0%	15%	6%	0%

of Exceeding Standards but we declined in our Hispanic Students Exceeding Standards. We need to focus on all students with ELA to ensure that all students are getting equal support and preparation in all content areas.

As with all of our math data, it is very clear that we need to work with all students to decrease the number of students in the area of Standards Not Met. We have far too many students, regardless of ethnicity falling into that category. We are working towards strengthening our successful course completion in math by increasing the time for class, grouping within class time to support instruction, introduction of a support program; ALEKS, for students struggling with foundational math skills and utilizing support with on campus tutoring. These programs should work to support all students, and all grades to help build a stronger knowledge base in math, which we feel will correspond to an overall better understanding of math.

As for other ways to demonstrate our challenges and successes, we have reviewed our grade data, course completion data, and attendance data. Over the past three years, we have found that the number one element for student success is to develop a strong and caring relationship and showing concern for our students. Regardless of the amount of absences or the difficulties in subject matter, by stressing our care and concern for students we have seen social growth and an increased understand of the importance education plays in life.

CAASPP ETHNICITY RESULTS COMPARISON: MATH



	Hispanic/Latino [2016]	White [2016]	Hispanic/Latino [2015]	White[2015]
Standard Not Met	73%	69%	67%	73%
Standard Nearly Met	20%	23%	17%	18%
Standard Met	3%	8%	17%	9%
Standard Exceeded	3%	0%	0%	0%

We are excited to continue the relationship building and focus on content and support as we move through the next years of our campus. We feel that this is what makes our campus so unique or special about our school. This is the piece that sets us apart from most other online school models; our desire to see our students at our physical location on a regular basis which gives us the ability to help students receive face to

face instruction with a teacher and get support similar to a traditional classroom setting. With this daily face to face model, we not only have the ability to monitor our students' progress on a daily basis, it also has given students the ability to build peer relationships, and a peer support-system which is another important element of success in the 21st century.

Many online schools do not have these daily interactions and this can lead to a social structure that does not give students the ability to interact with their peers and work collaboratively. With our unique model, we have found that these relationships are being developed and we work with a holistic approach in the overall emotional and academic develop of our students to try and produce a strong and safe learning environment.

Chapter II

Progress Report

Chapter II: Progress Report

When we concluded our initial visit with our WASC team in 2013, they left five areas of follow-up that we have been working with throughout the last three years. As we have moved and expanded our campus over the last three years, we have altered our needs and expectations in order to meet student need. With our initial findings from our WASC team, we feel that we have worked diligently to realize these actions as well as create more goals and objectives to enhance the learning experience by all students.

Initial Critical Areas of Follow-up from 2013

1. The Leadership team of Rivercrest Preparatory utilizes the "drafted" action plan to guide the school towards reaching the stated goals.
2. JUSD, SSC and site administration, explore avenues to create an on-site "Counseling" position designed to support the daily tasks of assignment of correct courses, monitoring credits, transcripts, career and college exploration, and specific student needs.
3. Rivercrest Preparatory continue to collect data that is pertinent to student learning, disaggregated the data, and utilize the findings in the annual review of the action plan, so it can drive the instructional program and enhance student learning.
4. The school administration and staff, investigate the possibilities of encouraging community and parent partnerships to mentor/tutor students to host clubs of student interest and other areas of academic need.
5. Through professional development, the administration and staff will increase training and development of the Common Core lessons and assessments so that the teaching staff is equipped to utilize the Common Core methodologies within this instructional model.

From the initial visit, we have made great gains in satisfying most of the outlined areas of need.

Critical area #1

"The Leadership team of Rivercrest Preparatory utilizes the "drafted" action plan to guide the school towards reaching the stated goals."

Following the initial visit, our outlined goal areas were a bit broad due to the newness of our campus and the unknowing of our student population. With the WASC initial team, three goal areas were established to work on.

- Goal 1: Create a school-wide program to develop strong student outcomes in a variety of ways
    - Overall pupil achievements in ELA
    - Overall pupil achievements in Math
    - Additional pupil outcomes for overall student learning

- Goal 2: Create a school-wide program that will work to increase engagement by parents and students
    - Increase pupil involvement in class
    - Increase pupil engagement
    - Student recruitment
    - Increase parent participation
    - Increase parent involvement
- Goal 3: Establish and maintain a positive school climate
    - Develop clear conditions for learning
    - Maintaining facilities and credentials appropriate to create student success
    - Supporting the full implementation to the Common Core State Standards
    - Creating a clear path for all students to access courses
    - Implementation of PBIS program
    - Positive branding of school and increase enrollment

When creating these goals, we were working with a premise of a brand new school but we also outlined them with an idea of the Eight priorities areas of the District and School LCAP. We have worked through each of these areas and clarified them to be out school LCAP. Although broad, we have outlined our needs for our campus into three goal areas that help us to develop a working plan that gives us a good direction of the needs of our students.

Throughout the last three years, we have addressed many of these goals through professional development, review of state test scores [as outlined in Chapter 1], parent workshops, development of student groups and continued evaluation of our students' needs. Over the past three years, in order to work through the goals areas above, we have altered our instructional model and continued to investigate curriculum programs, bell schedules and in class instructional models that will help our students. As we have crafted our new actions plans and melded them with our LCAP goals, we continue to work on these three areas as a main focus. The actions and results will be continually outlined throughout Chapter 4 of this current report and modified in the current action plans.

Critical area #2

"JUSD, SSC and site administration, explore avenues to create an on-site "Counseling" position designed to support the daily tasks of assignment of correct courses, monitoring credits, transcripts, career and college exploration, and specific student needs."

We are happy to report that due to the foresight of our initial WASC team, JUSD realized the importance of creating support for students in the way of counseling. In the Fall of 2015, our Guidance Coordinator began to work full time on the campus. Our counseling staff is responsible for the development of post-secondary plans and helping students/families to meet be able to fully participate and be prepared post-graduation.

Our Guidance Coordinator works with every family as they enter Rivercrest and throughout their experience to help personalize their journey. She has become an significant piece of the Rivercrest campus. She works with students and parents in the following activities:

- New student intakes
- Initial enrollment and transcript analysis
- Identification of needed classes
- Monitor credits and progress in course work toward graduation
- Meet with students/parents to review progress and/or discuss alternative schedule/program options
- Parent information nights
- Monitor and work with students/parents with attendance issues and concerns
- Counseling with student and parents
- Meeting with teachers to discuss options to support students
- Ensure that important deadlines are completed for all students
    - The deadlines for post-secondary programs include:
        - A-G course enrollment for University of California admissions
        - Armed Services Vocational Aptitude Battery (ASVAB)
        - College nights Career Fairs CSU Application Workshops
        - Free Application for Federal Student Aid (FAFSA) parent workshops
        - FAFSA/Dream Act information workshops
        - FAFSA/Dream Act completion/submission assistance
        - Private college application assistance
        - Community College advising, application assistance, orientation, placement test, and registration
        - UC application submission and personal statement workshops
        - University system presentation
        - SAT and ACT review and presentations

We also began to utilize the services of a mental health counselor bi-weekly. These two positions have helped to give our students the needed support academically and emotionally to help build safety and security on our campus.

Our Guidance Coordinator works with each family as they enter our program to review their current progress, academic needs and outlines a schedule of course work that is tailored to the individual student.

Our mental health counselor shares time at another alternative site in our district but works to create a schedule of time to talk with, monitor and offer services and support to those students who are struggling with a variety of mental issues.

Both of these positions have brought much needed structure and support to our students and have provided a significant amount of help to our student population.

Critical area #3

"Rivercrest Preparatory continue to collect data that is pertinent to student learning, disaggregated the data, and utilize the findings in the annual review of the action plan, so it can drive the instructional program and enhance student learning."

It is this area that has lead us to truly investigate our students' needs and work to outline new areas for support and structure. Due to the change in state testing, we have not been able to establish a three-year pattern of student data to see areas of needs. Also with the suspension of CAHSEE, again we have found a void in the area of state assessment data that we once used to help guide our instruction and program development.

We have continued to use the CAASPP data, grade and course completion and attendance data to help us outline our current program. With a review of progress, we are focused on looking at all areas of need and will continue to utilize data that is imperative to our program and will help us to see the areas of needs for all students.

Data is being used each year to help administration and leadership team outline the needs in the LCAP and school site plan and as we have discussed in earlier chapters, our formal and informal look at student progress, course completion, unit test grades and state assessment findings, we have made significant changes to our program to build in more classroom support and more time for students to work with the course curriculum.

All decisions have been reviewed and outlined based on findings from informal and formal data. As we have worked through this process, we have found that we do need to spend more time looking deeper at our course completion and unit test data. Due to the nature of our program, it has proven difficult to review each students' unit test grades on a larger, comparative level. Because students are all working at their personalized levels, taking the unit scores of each class to see the larger picture of student challenge or success has been more difficult to monitor than course completion. We have used off line projects/assignments to also review student progress and success but we are still working on creating a formal process of reviewing student progress.

The review of data and the conversation with staff regarding support and needs of students in all academic areas is an ongoing topic for staff meetings and is discussed on an informal basis each day as administration reviews progress with teachers. With the smallness of our campus, the personal attention and knowledge of each student is of significant importance to the understanding of each student and their needs.

We will continue to use course completion data, informal classroom observations and review and attendance data to help guide our established program model and create conversation on the needed changes, if needed, to our current course model.

Critical area #4

"The school administration and staff, investigate the possibilities of encouraging community and parent partnerships to mentor/tutor students to host clubs of student interest and other areas of academic need."

With the addition of Independent study aides in our lab and with the changes in our schedule, we have not had as much need to create tutoring relationships with off campus partnerships. We have not invested as much time in this area as we have with other areas. Now that we have established a strong, structured program with outlined times of attendance, this is an area that we want to revisit. Our district has now hired a Director of Parent and Community Outreach and with that and a clearer idea about our campus and success expectations, we find this is an area that is an important piece to begin working with.

When our initial WASC team reviewed our campus and due to the small amount of staff, it was their suggestion to utilize the potential resources, programs and people in the community to create a tutoring and mentoring program. The idea was to tap into retired persons, Lions/Rotary club members and parents to create a group that could work with students, when teachers may not have the ability to. It also was a way to build a bridge between our campus, our students and our local community. Although this was not fully realized, it is an idea that has potential and with our current structured schedule, it would be more of a potential program to work with as we move forward through the next six years.

Critical area #5

"Through professional development, the administration and staff will increase training and development of the Common Core lessons and assessments so that the teaching staff is equipped to utilize the Common Core methodologies within this instructional model."

This has been an area that both our district and our campus has been focused on since our opening in 2013. With the introduction of Common Core, our district has spent significant amounts of time working with the ELA and Math departments to develop CCSS Units of Study for all students. Our district has also spent time training all Math teachers in Balanced Math to ensure that teachers are learning strategies and methods to help address the CCSS standards. Our math and ELA teacher have both attended all district mandated trainings and although, due to our accelerated nature of the program, we have not been able to incorporate

the district credit Units of Study in the same way that the comprehensive campus' have, we are very aware of the expectations and realities that all students are being asked.

One of the other areas that we have really focused on over the past three years is to review, critique and create curriculum and assignments that stress the overall ideas behind Common Core and gives our students a rigorous course of study. When we first opened our doors, our main curriculum program was Odysseyware. Our district had already purchased licenses with Oware due to its district use for credit recovery program. Their outlined programs were the first online programs that we used. Our teachers reviewed and utilized them and build additional class, off line projects to support the online material. All teachers were trained in Oware and the use of the program.

As we began to grow and investigate other options, we have used a variety of online curriculum programs to create the blend of rigor and focus that we felt was best for our students. We first added some courses from APEX during our first year, but we felt that it was not the right fit for our campus at the time and began to work with Edgenuity instead. Since that time, we have been using Edgenuity as our main curriculum driver for both our middle school and high school. We still use Oware for our traditional, weekly independent study program and for some elective classes in the high school and middle school program. All programs that we have used have been thoroughly checked; by both A-G auditors and by our own staff, to determine that they are supporting the common core state standards and all teachers have been trained to use them to support all level of students.

Significant Changes from Initial to Full Self-Study

Organization

Throughout the few years that we have opened, the organization of our campus has gone through a few changes that have altered our program. All changes have been made with the needs of students in mind. The biggest change has been our course study model. When we first opened, we were working under the idea of taking one semester course every three weeks. It was much like a summer school model for working with course work. As we worked with this model and the students that were entering our school, with this school year, we felt there was a need to have students go a bit deeper with the curriculum and spend more time truly working with the material.

With our informal observations, we have found that students were still learning how to work within the online world and there needed to be a shift in our community regarding working in a 24/7 world. With that fact in mind, we made a significant change to our model this school year and have moved to having students work with two classes in a six-week model. No matter how we look at a semester, it is always 18 weeks and 6 classes, but to give students a bit more time to work deeper into the material and not feel so pressured has been a great change for our campus.

We also felt that one of the major issues that we were encountering was that students and parents were not fully aware of the need to work at home on the online course work. There still is a strong belief that

learning happens when students are on campus and in a classroom. Due to that feeling, we implemented a more structured schedule for our students. During the 2015-2016 school year, we gave parents and students a bit more ownership in their choice of day and time and found that with our population, this was not enough structure and support to have positive results. For a small portion of our students, this was a system that worked well but for the wide majority of our students, this was not enough structure and students were not logging in when off campus and therefore, students were not working through and completing classes. After talking with our staff and really getting some informal data regarding attendance and course completion, we looked and altered our school schedule for this year to reflect the needs of the majority of our students.

When we first opened our doors, we worked with a daily model for students in terms of attendance but as things changed with the following year, we saw the need for modifications and changed the model a bit. However, with those changes, we found that by creating a "more virtual" environment, students were not as successful. That was the main reason we returned to the more daily model.

Equity and Access Tools: 1:1 Initiative

One major change that has changed the face of our district and our students' access is the roll out of the JUSD Digital Gateway program. It is the intention of JUSD to ensure equity and access to all students by putting technology in the hands of all students. Our district felt that in order to prepare our students for the 21st century, that they must be taught on the tools that they will use as they exit our schools and enter the world. They found that students did not have access to the technology to support these needs so with Fall of 2016, all students in JUSD from grades 2-12 were issued a Chromebook and teachers began the process of transitioning instruction in a more digital direction. For our campus, this has helped to ensure that students can access the online curriculum at any time. Not having access to a computer is no longer a viable excuse.

We are still working on the 1:1 Initiative to ensure that all students are able to use the devices when not on JUSD campus due to the need to have Wi-Fi capabilities. This has truly changed the landscape of our campus by ensuring that any students within the JUSD boundaries that have the desire to attend Rivercrest, now have the necessary technology to the to be successful.

Chapter III

Student/Community Profile-Overall Summary from Analysis of Profile Data and Progress

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

It is very clear to us that although we are making strides, we still have many areas of growth that we must address as we continue to make our school a place that creates a strong working environment. Data has shown us that we need to truly focus on building our academic foundational skills in math for all students and that we must continue to work on developing and implementing attendance guidelines.

We have generally found with our students is that they have not truly been successful in the traditional model and with this lack of success, they are not comfortable on campus and therefore were not attending and lost out on many learning opportunities. Therefore, one of our first jobs was to create a safe and nurturing environment so that students will begin to feel more in touch with school. This was followed by creating a personalized learning plan that will help them to build the skills needed to succeed and graduate.

Attendance data

As this program has evolved, we have found that one of the areas that many of our students struggled with prior to coming to us was their attendance. Whether it was due to anxiety, outside pressures or just a disillusion of school, many of the students that are looking to enter our program had significant issues with attendance prior to enrollment. Also with an independent study model of instruction, attendance can be hard to calculate because of the fact that we are using both in class physical attendance but their ability and expectation to do work online when not on campus to help calculated attendance and that is a huge piece of our program. With that being said, we have seen an increase in attendance rates in both our middle and high school and we are confident that for many of our students, that is the first step into becoming more proactive in their learning and they will be better prepared and equipped for the future because of it.

Although we are an online school, the daily meetings help our students to develop a structure and routine and also allows for students to discuss and clarify as they move through the online curriculum. We found that we were above 80% for all four of the first months of this school year with our high school students and we have been above 90% for our middle school for the first three months, with only a slight dip during month four. This demonstrates to us that more and more students are working with our system, learning the importance of their physical presence on campus but also working when not on campus to ensure they are logging in and working from home.

We feel there is still work to be done. If we simply measure the online attendance, we see that many times students are not logging in as much as needed to work with and be successful with the material but we have made some significant steps toward getting students to understand the importance of attendance in both avenues. We are looking for incentives to reward our students for working when not on the physical campus and to continue to applaud those students who are working hard to complete their courses on time and with mastery.

CAASPP Data

From the data that we have, we know that we have made some strong strides but that we also have room to improve. With the unique, individualized nature of our program we have found that our students have a

pretty strong command at taking online assessments and that their reading, writing and listening skills are increasing from the first year of testing. This is attributed to the fact that they work with those elements on a regular basis in the online learning world and that because they are working independently, there is more of a need to read and comprehend material from an external source, than in a traditional setting. We were happy to see that from the first initial testing to last year, we had an increase of 17% of students in the Standards Met category and we had a significant decrease in students who were in the Standards Not Met category. Even with a change of student population and a change in curriculum, our students were showing growth in the ELA portion of the CAASPP.

Math is the area that we know is in weak and we are working to improve. District wide our average of students in the Mets or Exceeds category was 11% below the state average and our district has made a commitment, through district wide math professional development, more focus on initial assessment for placement and appropriate supports for students, to give all JUSD students a stronger math foundation. However, even with the district average, we have a much more significant amount of students who are in need of support and that is clearly shown in our data. We had over 60% of our students in the Not Mets category. We also have seen it with our D/F rates, that students that are enrolling with us are struggling with their math instruction and their foundational level math skills are lacking, making it more difficult for them to learn in a non-traditional environment.

With all of these issues in mind, we have changed our instructional model, began to use additional tutorial programs for some students in need, ensured that we are looking at proper placement and are working with an instructional aide for tutoring support to begin to ensure that students are getting support as they move through their math instruction. We are working to try to incorporate additional supports and needs online and our math teacher is working to open lines of communication with parents and students throughout the learning process so that we can continue to create a way for students to know that they can get help as we move through.

D/F Data

As we explored our D/F data, we have found that with the changes to curriculum and with the change in the student population that first entered our school, we have a lot of room for improvement for students in the D/F area. In all core subjects, we have shown in increase from year one to the present in students with D/F grades. We realize that there are a variety of reasons that we attribute to this issue. We have made changes to our scheduled day, required more work time with teachers for support and guidance, worked to explain and outline the expectations of our program and the online curriculum program better and created opportunities to provide extra help to students.

We will continue to evaluate the passage rates of students and determine if they are struggling due to lack of content knowledge or due to other circumstances. We have found that often times it is not about the lack of ability to do the work but more about the time management skills our students. They do not manage their time at home and become behind in their course work, then often times shut down or do not get to the content by the time the segment is complete. Therefore, we are unable to truly assess them on the class in its entirety. We are working to help students with time management and continue to communicate with parents through progress reports, phone calls home, texts messages and mail to keep parents aware of the end of segments and the progress of their students.

Parent and Student survey data

During the first three years, we have done surveys of our parents and students to determine the effectiveness of our campus, the feeling of connectivity and the overall safety of students when here. What we have consistently found from both parents and students who participate is that they are very happy with the small size of our campus, the relationships between the teachers and students, and the ability to work on their own. However, there are those students and parents who realize that it is more difficult to learn in an independent study environment and the biggest desire was for more support and guidance with classes, particularly in math.

Based on parent and student input, we have made changes to our instructional model and our daily meeting time. We have added two independent study aides who are available in the lab to help work with students, and teachers have created an open door policy for students that need help with their work or need questions answered.

Our parents and students have expressed that the small nature of our campus provides them with a sense of family and safety. They like the ability to communicate with all staff members and the majority of students and parents have reported that they feel a connection to the campus and like being part of our school community. The most recent data the we have regarding the feelings of our parents and students demonstrate that both students and parents are satisfied with the education that they are receiving and that the campus is a very safe place to learn.

Overall Findings

While reviewing our campus and the needs of our students we have developed three areas that we have outlined in our WASC, LCAP and SPSA to help us to truly work with and support the students who chose our campus. Through each of these documents, we have outlined the same three areas that we feel are the critical areas of need that will help our students to develop and build on the successes we have already had. The goal areas that we have listed are all encompassing and we are using them as the building blocks of each decision and program that we develop for our programs. Based on these goals and the review of the data, the critical areas of need that we need to truly focus fall under these large school wide goals and objectives.

School wide goals and objectives

1. Preparing all students to be college and career ready
    1.1. Increase Achievement in ELA CCSS
        1.1.1. Develop and increase ability for all students with higher level critical writing
    1.2. Increase Achievement in math CCSS
        1.2.1. Develop stronger conceptual ability to apply skills and increase amount of students successful completing three years of math
    1.3. Increase literacy in SS and Science
    1.4. Support the full implementation of CCSS and NGSS

2. Create an inviting, safe, orderly and engaging learning environment for all students.
    2.1. Establishing a positive school culture
    2.2. Increase student involvement in classes

2.3. Increase student engagement
2.4. Maintain facilities and credentials appropriate to create student success
2.5. Create a clear path for all students to access courses
2.6. Maintain facilities and support necessary to create a safe learning environment

3. Develop and sustain the trust and involvement of all parents in the learning and success of their students.
   3.1. Increase parental participation
   3.2. Increase parental involvement
   3.3. Increase parental understanding of student progress and need for working at home in an online learning environment

Important questions raised during analysis

With review of the data and with a complete analysis based on formal and informal observations, we found a few important questions that we feel are necessary to consider as we review our school wide goal areas and develop our critical areas of need for the future.

- ? How can we improve understanding and achievement in math using an online curriculum system when students may need more off line support?
- ? How do we get more students buy in for everyday attendance, whether that be physically on campus or logging remotely?
- ? How can we increase student completion/passing rate in courses with a C or higher?
- ? How can we work to challenge more students to take and successfully complete a full A-G schedule?
- ? How can we build on current successes and continue to increase reading and writing skills with an online curriculum system?
- ? How can we get more parent engagement in programs offered for parents and have more parents actively review their student progress online?

Critical Areas of Need

1. To increase on time successful course completion, with specific focus on math and English.
   1.1. Through the development of supports, outlining of programs, proper placement for all students and a focus on foundational development, we look to increase our students' understanding and retention in all math levels.
   1.2. To continue to support and develop student writing and critical thinking skill in English.

2. Create a clear pathway and direction for students be prepared for College and Career post-graduation.
   2.1. To increase the number of students taking A-G courses for preparation of future educational opportunities.
   2.2. To develop a strong pathway and CTE program that will help students see the importance and

relevance to their high school work and their future career.

2.3. Reviewing all of the CTE programs that are on the traditional campuses, we are working to find a pathway that is right for our students and that will help them to realize their future goals and be prepared for their future.

2.4.

3. Develop more opportunities for parents to participate and engage with our program.
   3.1. Establish a wider variety of ways to communicate with parents.
   3.2. Offer more opportunities for parents to share and interact with staff and their students.

Using our current model and the school wide goals, we hope to continue to create and put in place over the next years a model that will help us guide our students to work and learn to their greatest potential and direct them FORWARD to a successful future.

Chapter IV

Self-Study Findings

Category A

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

Chapter IV: Self-Study Findings

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

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

A1. Vision and Purpose Criterion

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings

Rivercrest Preparatory Online School's (RPOS) vision is to provide a learning environment that will prepare students for their future, with an innovative and blended approach to learning. Even as our demographics have changes and students have come to us with differing needs, our vision, supported by relevant research, has maintained that with consistent and constant access by the individual learner to the curriculum and school supports, the student will be strengthened as a critical thinker, thereby ensuring their success in the future.

Supporting Evidence

- District LCAP
- Focus group meetings
- District website

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings

Rivercrest Preparatory Online School has a clearly stated mission based on student needs and current educational research and the belief that all of our students, given the proper supports, can achieve at high levels.

The following mission statement was developed when our school first opened and remains relevant; Rivercrest Preparatory strives and is committed to preparing all students who choose our program to Learn and Lead in the 21st Century. In order to achieve our mission, we work to encourage strong interpersonal relationships, provide a flexible yet enriching academic environment and create ways for skill-building that

allow students to be critical thinkers as they integrate new technology into their lives. It is our mission to support each student at Rivercrest Preparatory and to prepare each of them for the 21st Century, whether that is higher education, the work world, or other endeavors.

The school staff and administration continue to analyze current and relevant research that informs decisions made to support increased student achievement. For example, as a staff, we grappled with the idea of a daily advisory period and intervention periods on Fridays as a means of academic support for our students built into the school day. Even though these support periods are primarily aimed at struggling students, they can also be used by high achieving students to get one-on-one time with teachers or other additional help. Our discussions were based on the belief that all students can achieve at high levels even while accessing and processing information in different ways.

The district administration and the School Board support our mission as they provide the necessary physical structure, hardware, and software to positively impact our students as they experience our education program at RPOS. They have also provided a guidance coordinator and a part-time mental health professional to help any of our students who are in need.

Supporting Evidence:

- Mission Statement
- Focus Group Meetings
- Staff Meeting Agendas
- District meetings
- Rivercrest LCAP
- Guidance Coordinator's calendar
- Mental Health provider meeting list

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence

Our school's motto: *Moving* FORWARD *to learn and lead in the 21st Century,* expresses our beliefs for the ways in which our students need to be prepared for their futures. The attributes illustrated in the FORWARD motto (Fortitude, Organization, Respect, Wisdom, Achievement, Responsibility, Dedication) illustrate the values we emphasize on a daily basis. We have incorporated the FORWARD attributes as our School Wide Learner Outcomes because we felt the common nomenclature would have a stronger impact on students and could be easily implemented throughout the school. One example is the "Caught You Doing Good" certificates staff gives out to reinforce student achievement of the FORWARD goals. Students can then take the certificates to the office for a small reward. RPOS wanted to make sure that these goals,

as student objectives, were relevant, long-lasting, and easily accessible for everyone in our school community.

The school site council annually revisits our School Wide Learner Outcomes and evaluates them as relevant to our school's mission and purpose. Parents are made aware of our student outcomes through parent meetings, outlined in the parent and student handbook, discussed at meetings and through mailers home.

- School Site Council Agendas
- Parent information night/Back to School Night
- Student Planners/Agenda
- Signs/Posters
- Incentives
- Parent Handbook

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support he achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings

The Jurupa Unified School District's (JUSD) policies and procedures are clearly outlined on student achievement and the allocation of funds to support this. The Board of Education reviews Rivercrest's Single Plan for Student Achievement [SPSA]. JUSD provides support for instruction and curriculum development; the district Director of Testing and Accountability generates reports and disaggregates data for all district schools; the district provides professional development and procures necessary resources to support all students.

The JUSD school board is comprised of five elected members who serve staggered four year terms. This system ensures a necessary level of continuity. The school board creates and monitors policies that support and promote the purpose of district schools. The school board bases its actions on the commitment to academic achievement of all students. The board's philosophy is that the board "serves to fulfill the aspirations which the community has for a sound educational program. It must be more than a representative body in that it must possess the vision to cope with the challenges of pupil growth and the expanding fields of knowledge. It must possess the wisdom to select and utilize qualified administrative leadership. The Board shall maintain policies which will attract and retain teachers with a high level of competence by establishing policies which will aim at providing the highest quality educational program which the District can support."

The school board relies on district staff to implement its policies and recommendations.

The JUSD mission statement reads "*The mission of the Jurupa Unified School District is to educate each student to the highest levels of academic achievement and prepare students to succeed in life."*

The district slogan is "*Our Children, Our Schools, Our Future*!"

The district's mission statement is clear in its commitment to student success. The actions of the school board support the district's mission.

Supporting Evidence

- JUSD board policies
- JUSD board philosophy
- JUSD website
- Board meeting agendas/minutes
- Rivercrest mission and vision statements
- JUSD LCAP
- Rivercrest LCAP

A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings

The district has a clearly outlined policy for Internet safety. All parents and guardians are made of aware of the district's Internet usage policies in several ways including at registration yearly. Additionally, teachers are instructed to provide Cybersecurity lessons for all students at the beginning of the year and at various other points during the year.

Through LCAP funding, the district has been able to make many technical upgrades to the infrastructure to ensure that students have access to online instruction, curriculum, and textbooks. This year the district has gone one-to-one with Chromebooks for all students in grades 2-12. The Chromebooks create a digital gateway for all JUSD students and creates equitability for all students. There is a constant focus by JUSD Director of Technology and the technology department to ensure that the needs of the network are addressed and that teachers are being supported with trainings and ideas on how to incorporate technology in the classroom. Our site is unique with our instruction and our staff has been incredible proactive in working to learn more and become more proficient in using online curriculum for online instruction. Administration is open to conversations about new programs, different philosophies and review of practice to ensure that we are constantly evaluating our policies, curriculum and practices.

Supporting Evidence

- District Internet Usage Policy
- Cybersecurity Lessons
    - ISafe curriculum 2012-2015
    - Common Sense Media 2016-present
- Digital Safety Plan
- Parent handbook/informational materials

Understanding the Role of the Governing Board

A2.2. Prompt: *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings

The Rivercrest staff meet and collaborate regularly to discuss student need with an emphasis on the vision of the governing board. We spend time analyzing important student performance data, which serves as a significant reference point for planning and implementing instruction and services. Based on this information, teachers and administrators review throughout the year, summative and formative data from previous years. This analysis of student performance informs specific targets established for the year. Throughout the year, district departments continue to refine and adjust curricular plans based on data analysis.

Supporting Evidence

- Staff meeting Agendas/minutes
- Credit completion data
- Online work time
- Department meeting notes
- Staff meeting notes
- Haiku information

Governing Board and Stakeholder Involvement

A2.3. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings

All community members are invited to participate at the annual Back to School night as well as at registration. The district also invites all interested community members to its various meetings through the website, flyers, and other communications sent out. RPOS main organization for parental input is the School Site Council [SSC]. A minimum of three meetings of the SSC are held each year, often times more as needed. The SSC is comprised of the principal, a classified staff member, a teacher, parents, and a student representative. The SSC works to review, give input and support the development and implementation of the Single Plan for Student Achievement [SPSA] as well as give guidance and comment regarding the district level LCAP. There are also district level organizations that parents are encouraged to attend and offer input with. District Advisory Council [DAC] and District English Learner Advisory Committee [DELAC] both serve as ways to provide information to parents and to get input from all stakeholders. RPOS also posts links to this information on our website.

During this school year, our district has become a 1:1 device district and this has helped to facilitate more ways to communicate with students, parents and teachers. All students have a district created email for teachers to use. The curriculum systems that we use also have built in messaging applications so that teachers and students can communicate in almost real time. Our staff also have begun to incorporate the Remind App and/or Google Text with their students and parents to create a quick and efficient way to communicate that is user friendly and responsive to most parents. This has been used to inform parents of student progress, upcoming events and to keep all stakeholders engaged and working toward their success. This year the district also has enabled Haiku for all teachers and students. One of its main uses is to convey information. It is in the process of being incorporated into daily practices for teachers at RPOS. The principal uses Haiku effectively to distribute relevant information and current research to staff.

Supporting Evidence

- Haiku page
- SSC agendas/minutes
- Registration materials
- District website
- RPOS website
- Single Plan for Student Achievement [SPSA]
- Rivercrest LCAP
- Phone system for parent messages
- Remind App
- Flyers
- Handouts to students
- Student newspaper

Board's Evaluation/Monitoring Procedures

A2.4. Prompt: *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings

The professional staff gathers and analyzes important student performance data toward college and career readiness, which serves as a significant reference point for planning and implementing instruction and services. Based on this information, teachers and administrators review throughout the year, summative and formative data from previous years. This includes CAASP data, AP scores, GPA trends, course completion data, online course attendance data and common assessments. This analysis of student performance informs specific targets established for the year. Throughout the year, district departments continue to refine and adjust curricular plans based on data analysis.

JUSD requires that RPOS's Single Plan for Student Achievement be updated annually for district and board review. The plan provides evidence of analysis of student performance data. This plan, which takes into account specific student needs, directly informs decisions made by RPOS school site council and

administration involving allocation of resources. It also helps to outline the development and needs of the school LCAP.

Supporting Evidence:

- CAASP results
- GPA trends
- School Site Council minutes
- SPSA Plan
- CAASP results
- Credit completion
- Online work time
- Department meeting notes
- Staff meeting notes
- Rivercrest LCAP

Complaint and Conflict Resolution Procedures

A2.5. Prompt: *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings

At registration, parents are given information related to complaint and conflict resolution. At the site level, this information is included in the student planner. The district website contains this information and the RPOS site links to the district site. All stakeholders are able to voice any concerns at the JUSD Board Meetings and at the site level with the Guidance coordinator or Principal. We use a variety of ways to resolve any issues, including parent/teacher meetings, change of classes or review of current placement.

The RPOS secretary and office staff are very open to communicating with parents, as is the site administration. Survey results indicate that parents and students feel they can come to us with their issues and they will be resolved fairly. Staff are available regularly and there is an expectation of responding to any student or parent issues or concerns in a timely manner.

JUSD NEA-J and CSBA union represents the teachers and there is a formal process in place to file grievances or share concerns regarding working conditions. There are directors throughout the district for both organizations and there is an open line of communication with these groups with the administration or district to work on solving any issues that may arise or any concerns that develop with staff.

Supporting Evidence:

- Student planner
- District website

- RPOS website
- Registration materials
- Local bargaining agreements
- Parent Handout

A3. Leadership: Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieveing the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student need.

Broad-Based and Collaborative

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings

As part of ongoing internal program improvement, the principal is diligent about trying to hear all voices of the community. She is very open about discussing ideas, based on research, with all staff. We also seek to hear student voices, and in fact changed our 3-week model to 6 weeks after hearing from students. Parents are invited to several "Parent Nights" throughout the year by the guidance coordinator. In addition to various topics on college planning, these informational nights' touch on ways parents can be involved in the program and planning.

JUSD requires that RPOS's Single Plan for Student Achievement be updated annually for district and board review. The plan provides evidence of analysis of student performance data. This plan, which takes into account specific student needs, directly informs decisions made by RPOS school site council and administration involving allocation of resources. This is also outlined in the site based LCAP as well.

Supporting Evidence:

- Student Survey
- SPSA Plans
- Staff Meeting Agendas/Minutes
- School Site Council Agendas/Minutes
- Rivercrest LCAP

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings

RPOS staff and administration are committed to helping all students achieve the student objectives and the academic standards. Available achievement data is reviewed as it is received. This data includes CAASP results, teacher-made assessments, attendance data, course completion rates, and time on task data from our online programs. The discussion of data happens formally at staff meetings as evidenced by agendas and minutes. Informal discussion of data happens on a daily basis between staff and administration as we are such a small school. This information then translates into specific instructional strategies to promote student achievement while the focus remains on Common Core standards. Often these strategies are implemented for one student due to the personalize nature of our campus and program.

The development of the Single Plan for Student Achievement relies heavily on information, data, and input from staff members to make sure it is properly aligned with student needs. The refinement and monitoring of the plan is under School Site Council, representing a broader group of the school community. The SPSA is updated annually based on analysis of data from state tests, district, and site measures. Staff is informed of the plan and given opportunity for review and input. The School Site Council also reviews and comments on the SPSA. The plan directly informs administrative decisions involving the allocation of funding and other resources.

Supporting Evidence:

- SPSA Plans
- CAASP results
- Credit Completion
- GPA trends
- Attendance Data
- Site Assessments

Staff Actions/Accountability to Support Learning

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings

At the beginning of each school year, the principal meets with teachers and the guidance coordinator to identify student performance trends. This information is further analyzed at subsequent staff meetings to understand and guide instruction throughout the year. One of our strengths at RPOS is the way the teachers, staff, and administration have an ongoing communication about the program and reflecting on

what is working for our students and what can be improved. Over the last three years, we have had many formal and informal discussions and email threads on implementing best practices to meet student needs. The desire to help our students succeed is underlined by a common belief that our program is beneficial for the students who choose to come to us and we strive to continually improve our program.

With the flexibility of our program and staff, we can truly look at the needs of students to determine changes needed to help create a stronger level of support. Rather than waiting for monthly staff meetings or the end of a semester, staff meet, often at a moment's notice, to review and create a plan or take a new action for the need of our students.

Supporting Evidence:

- Staff Meeting Agendas and Minutes
- CAASP Data
- GPA Data
- Credit Completion
- Attendance Data
- Informal staff discussions
- Emails/Texts

Internal Communication and Planning

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration?*

Findings

Besides just simply walking over to speak to each other, we use email extensively for important communication. This year, we also use Haiku since the district has provided that forum for communication. Monthly staff meetings are a formal way that we use to communicate and share ideas on positive practices and current struggles. But we also have many informal conversations and meetings when there is a possibility of a student struggling. When we do have philosophical differences, we are able, as professionals, to have a discussion until we reach consensus.

The entire RPOS staff is focused on finding the best way to get students to succeed and offer opportunities for students to demonstrate their learning. Although there may be different methods, all staff see the importance of building relationships as the back bone of getting kids to be prepared to learn and we focus on creating an open line of communication and a safe place for all students and all stakeholders.

Supporting Evidence:

- Haiku
- Email/Text
- Remind App
- Staff meetings

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Qualifications and Preparation of Staff

A4.2. Prompt: *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings

All of the teachers at RPOS are credentialed to teach their respective courses. Additionally, we have two lab aides who are qualified to work with and tutor students in all core courses. The district provides professional development, especially related to Common Core Standards and the Next Generation Science Standards, at the beginning of each school year and at various times throughout the year. Site administration is supportive of other professional development opportunities for staff especially as related to online and blended learning. For example, for the last two years, all teaching staff was able to attend the National CUE Conference as a valuable piece of ongoing professional development. JUSD offers ongoing PD for any staff that desires more training on accessing and using technology in the classroom. Administration is always open to sending staff to additional training, if requested. All RPOS teachers are trained annually in each program that is being used for online curriculum support to ensure that they are well versed on the new options and expectations of the program and the content material.

Supporting Evidence:

- District guidelines
- Staff profile data
- CUE agendas
- District PD workshop list
- Online Curriculum training schedule/sign in sheet

Staff Assignment and Preparation

A4.2. Prompt: Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.

Findings

All teachers in JUSD must be highly qualified. 100% of the Rivercrest Staff is considered Highly Qualified under NCLB requirements. Additionally, site administration is very diligent in providing the support teachers need to ensure student needs are met.

The district and Riverside County Office of Education have provided online training for virtual education teachers. In 2015, the principal and the math teacher completed Leading Edge Digital Educator and Leading Edge Digital Administrator training. Teachers have also been trained in both Odysseyware and Edgenuity to ensure that all staff are aware and able to use the programs full functionality.

Supporting Evidence:

- Leading Edge Training
- JUSD policies

Defining and Understanding Practices/Relationships

A4.3. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings

Each year, JUSD distributes to all faculty the district policies and guidelines in both hard copy and digital formats. These are the policies that govern operational practices, decision-making processes, and define responsibilities. All students and parents receive and agenda/parent handbook which clearly outlines the expectations and practices of RPOS. In this document is the School/Parent/Student Compact to help outline the responsibilities of each party to help with the overall success of the student. This is reviewed with parents at the beginning of the year when they receive handbook and with students on the first day of school. It is also reviewed at intake meetings during the year when students and parents come to enroll.

Supporting Evidence:

- District Staff Handbook
- JUSD Annual Notification to Employees
- JUSD Student Discipline Handbook
- Parent Handbook
- Student Agenda
- Rivercrest Website
- School/Parent/Student Compact

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?*

Findings

The District provides training at the beginning of this school year on effective use of Chromebooks in the classroom. They have instituted an ongoing, district-wide discussion of best practices regarding online instruction. Through various other means, such as regularly scheduled Twitter chats, and online questions and answers regarding Haiku or Google, the district is involving staff members in professional learning opportunities to be use the technology available. RPOS's administration and teaching staff regularly review current data and educational trends in order to support our mission of student achievement.

The principal often distributes relevant research studies and articles for staff discussion as pertains to our program. Staff also shares relevant research. Rivercrest staff often evaluates our program's strategies in light of current research on blended learning, online learning, personalized learning, project-based learning, and other strategies to engage students in their own education. In addition, all faculty regularly review site data to figure out where gaps in student knowledge exist. Teachers discuss best practices to enhance and supplement the use of technology to meet student needs.

A4.4. Additional Online Instruction Prompt: Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.

Findings

All staff regularly review online curriculum and modify and/or create additional assignments to support the learning of all students. Technology is used and the online programs are the main focus on our curriculum and teachers are well versed on the options of the program and how to use additional online resources to support student learning. This helps ups to get a true picture of student learning. Rivercrest staff receive professional development each year and with the introduction of any new program to ensure they have full knowledge of the features of the technology.

Ongoing conversations, formal and informal, happen with administration regarding student progress and which technology is helping to create the best learning system. The majority of the staff were involved in large scale PD with their participation in the CUE conference in 2015-2016 and new ideas are shared regularity thorough conversation, email and text to help outline new features and programs that could enhance the current programs.

Supporting Evidence:

- District Digital Gateway Resources
- Haiku
- Twitter
- CAASP results

- Course Assessments
- Math Placement Tests
- Credit Completion
- GPA data

Supervision and Evaluation

A4.5. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings

Through the Collective Bargain Agreement negotiated between the District and the teachers' union [NEA-J], supervision and evaluation procedures are outlined to promote professional growth of staff. The principal oversees these procedures onsite. Per unit member contract, probationary employees are formally observed two times and evaluated each year until tenure and fully tenured employees are formally observed at least one time and evaluated every other year. Under mutually agreed upon standards outlined from JUSD and the California Standards for the Teaching Profession, teacher and the Principal work to outline a formal observation and evaluation throughout the school year but also work with the data collected through multiple walk thru and informal observation data.

Being a small site with only four teachers, the principal is readily able to determine the quality of student-teacher interaction through drop-in observations and frequent conversations with staff. Additionally, any time a teacher feels he or she needs some additional professional growth, the principal considers the request and acts accordingly. The evaluation process helps to review standards of the profession and outlines areas of growth and success for each teacher on a regular basis.

If a teacher feels they would like additional support, there are a few different ways to work to support all educators. JUSD has worked to support new teachers with the California Beginning Teacher Support and Assessment [BTSA] program. These teachers are mentored throughout their initial years with veteran teachers to help and guide them with their first years in the classroom. All teachers are required to work with a BTSA provider until they have completed their full induction process. JUSD has also worked over the last three years to develop an Instructional Coaching program with multiple TSAs at a variety of grades to be available for any teacher who is looking for supports on their instructional methodology. These coaches, at both the elementary and secondary level work with teachers, per teacher request, to support and guide teachers. Lastly, we have a number of Technology TSAs who work to create trainings and PD opportunities for all JUSD staff to get support and training on how to implement technology within the classroom. Although all of the following supports are not specifically outlined and assigned with the observation and evaluation process, they are all ways to support teachers and work on the craft of instruction.

A4.5. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings

There are no specific online teacher practices outlined in the initial observation forms and there have been no outlined agreements with the collective bargaining team regarding online instructors, but with current practice and research from iNACOL, teachers and administration also mutually discuss the use the iNACOL National Standards for Quality Online Teaching. This does not get reviewed as an officially portion of the district evaluation but it is an ongoing conversation with staff members as evaluations are discussed. All Rivercrest staff are committed to learning and developing their online teaching skills and there is a focus on using technology to support and enhance student learning.

Supporting Evidence:

- Collective Bargaining Agreement
- Gateway Digital Resources
- Haiku
- JUSD Instructional Coaching information
- J-OARS online Tech TSA PD schedule

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Allocation Decisions and Their Impact

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings

The principal has a clearly defined role to ensure effective use of staff resources to support the needs of all students. As our site is small, the principal works directly with all teachers, the Guidance Coordinator, support and clerical staff, and outreach specialists to evaluate and make decisions regarding resoucres and needs. Staff members make requests for funds based on identified student needs and those are taking into consideration by adminstration and district officals to determine need and will begin implementation when applicaible. For example, currently their our outlined funds both at the site and district level for science labs and supplementary curriculum in order to fully implement NGSS into the classrooms. The principal has also allotted site monies for teacher PD and conferences to support ongoing staff development. All of these pieces are reviewed regularily to determine ongoing funding and allocation of resources each year.

The district develops staffing requirements based on student need. At times, specific positions are created at the site level to respond to student needs. For RPOS, this would include two lab aides and outreach mental health professionals (on a part-time basis). JUSD has also recently hired a Director of College and Career Readiness to work with all JUSD schools to help determine a plan for each school in terms of giving students the academic standards and direction needed to have students prepared for life after high school. She is currently working with each site, both as a group and individually, to help determine what plans are already in place and being offered to students and areas of growth that students could benefit from.

Each traditional site has a variety of CTE programs and Rivercrest students have the opportunity to participate in any of those pathways or programs with the concurrent enrollment agreement we have in place with our sister high schools. Our district also purchsed liscenses for Career Cruising software from 2013-2015, to give students and teachers an opportunity to set up accounts and work through an interest inventory to determine potential directions for their future. We have currently finalized our contact with Career Cruising and we are now part of the California College Guidance Initiative [CCGI], which will also provide planning and resources to support our students with their future plans and desires. By working with the interest inventories and outlined information attached to the CCGI, Rivercrest staff can help to prepared our students with the course work and the expecations needed to guide them toward that future goal. We have just begun this program and therefore do not have much data but are optimistic on the outcomes that we may see. With this district focus on college and career readiness, our students are getting guidance and have an opportunity to be more prepared when they exit our doors with a diploma.

Supporting Evidence:

- District policies and guidelines
- Site budget
- JUSD LCAP
- Staff meeting agendas
- Informal discussions
- Principal meetings
- Rivercrest LCAP
- Career Interest Inventories
    - Career Cruising, 2013-2015
    - CCIG, 2016- present

Practices

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)*

Findings

With the improved financial picture of the state of California, district budgets have been increased. This funding has resulted in increased technology infrastructure, hardware, software, and training for staff and students. The district this year has been able to provide Chromebooks for all students in grades 2-12.

We have received increased funding since our initial opening through the Local Control and Accountability Plan (LCAP) Funding. These funds ensure our viability as an online school with a blended learning reality. For example, it provides a quality campus which includes a science lab/multipurpose room, updated classrooms, tutoring lab, parent center, and other necessary equipment.

Supporting Evidence:

- Rivercrest LCAP
- District Budget and LCAP
- Site Budget

Facilities

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings

Rivercrest Preparatory Online School and the Jurupa Unified School District work together to ensure that all students are in a safe and secure environment. Both the district and the school believe that a safe,

nurturing environment maximizes student learning and well-being. LCAP funding is based on perceived needs for each site as communicated through a coalition of community members, staff, and faculty.

The physical site is maintained through a system that utilizes work orders submitted to custodial crews. The grounds are well maintained by the grounds crew. The fire department conducts regular inspections to ensure the safety of students and staff. In the event of an emergency, there is a campus wide PA systemfor announcements.

Supporting Evidence:

- Rivercrest LCAP
- District Budget and LCAP
- Site Budget
- Work Orders

Instructional Materials and Equipment

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings

The Williams Act ensures there are adequate textbooks and materials for all students. Although due to the nature of our campus and the date of when we opened our doors, we are not regulated with Williams' visits each year, we still are committed to having textbooks, when needed and working the district and our local school librian at our sister high school to ensure that students needs are taken care of.

The increased district budget provides for technology tools, software, supports systems, and other resources. The district has been diligent in evaluating teacher and student needs and doing its best to provide adequate resources. The technology department has an ongoing schedule of updates to provide optimum bandwidth especially with the advent of one-to-one Chromebooks. All classrooms are equipped with teacher computer, LCD projector, document presentor and Wi-Fi to ensure that there are the necessary tools to support well-rounded, technology driven instruction in the classrooms. However, with the personalize nature of our campus, many times the direct instruction takes more of the form of small group or one on one discussions between the student and teacher and that is not always outlined with the tools in the classroom.

Teachers also have an IPAD to help support apps that may help access quality lessons and supports for student learning. With the current online curriculum, teachers review and modify as necessary to create a strong learning experience for each student. Through online provider, educational support apps and a variety of web sites, Rivercrest staff is determined to create an avenue to help each student access the content. We also have laptops in the classrooms, for when students forget their Chromebook and we have an onsite a multipurpose room that serves as a science lab complete with sinks and necessary equipment for hands-on labs and project based learning.

Supporting Evidence:

- District budget
- Technology Systems department
- Williams Act
- Multipurpose room
- Web site resources
- Rivercrest website
- Haiku

Well-Qualified Staff

A5.5. Prompt: *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

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Findings

Resources are available to ensure all faculty are highly qualified. New teachers receive support through the JUSD BTSA program. The district provides numerous trainings throughout the year for Common Core Standards as well as for Integrated Math Units of Study and Next Generation Science Standards Units of Study which are still in variety of levels of development. JUSD also has created a successful instructional coaching program to help train and support any staff member requesting assistance. As we move into a more student-centered, technologically driven classroom, these TSAs are trained to help outline practices and strategies to arm all teachers with more supports and resources. There are also a number of Technology TSAs that also work with any JUSD employee to help train and implement new technological supports on a more regular basis. Webinars have been used at RPOS to provide ongoing professional development in the use of our two main online programs, Edgenuity and Odysseyware.

Supporting Evidence:

- Staff meeting minutes
- Professional Development sign in sheets
- Webinar handouts
- J-OARS Technology TSA calendar of PD
- Instructional TSA outline

Long-Range Planning

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings

Rivercrest’s LCAP goals are submitted by the principal in conjunction with JUSD. These provide an outline for the school’s goals for the year. The goals are reviewed on a regular basis during monthly staff meetings. The goals for 2016-2017 are the driving force of the decisions that are being made for the long-term decisions of the campus. These goals are the main piece of our School site plan and LCAP, as well as the

main pieces that helped us create our create our Critical Areas of Needs [CAN] as outlined in Chapter 3. We work to ensure that as we plan anything for the future of our campus, they need to fall under one of the large goal areas that help to drive our conversations and our work with our students on a daily basis.

1. Preparing all students to be college and career ready
   - 1.1. Increase Achievement in English [ELA] CCSS
     - 1.1.1. Develop and increase ability for all students with higher level critical writing
   - 1.2. Increase Achievement in math CCSS
     - 1.2.1. Develop stronger conceptual ability to apply skills and increase amount of students successful completing three years of math
   - 1.3. Increase literacy in SS and Science
   - 1.4. Support the full implementation of CCSS and Next Generation Science Standards [NGSS]

2. Create an inviting, safe, orderly and engaging learning environment for all students.
   - 2.1. Establishing a positive school culture
   - 2.2. Increase student involvement in classes
   - 2.3. Increase student engagement
   - 2.4. Maintain facilities and credentials appropriate to create student success
   - 2.5. Create a clear path for all students to access courses
   - 2.6. Maintain facilities and support necessary to create a safe learning environment

3. Develop and sustain the trust and involvement of all parents in the learning and success of their students.
   - 3.1. Increase parental participation
   - 3.2. Increase parental involvement
   - 3.3. Increase parental understanding of student progress and need for working at home in an online learning environment

Our annual review and updating of the School Accountability Report Card [SARC] and the School Site Plan [SPSA] have helped us to ensure that we are supporting student need. Each of these two documents and the goals above have been the driving force behind the spending of our annual LCAP and other budget funds. Additionally, through the WASC process, we continually evaluate our program goals and their effectiveness and make plans for future years.

Supporting Evidence:

- SPSA
- WASC
- SARC
- Rivercrest LCAP

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Summary, Strengths, and Growth Needs

Summary (including comments about the critical learner needs)

The administration and faculty at RPOS realize that meeting student needs in order to maximize their potential is an ongoing process. To that end, we are committed to making Rivercrest the best school of choice for our students. We reflect upon what works and what doesn't on an ongoing basis, both formally and informally. By first creating a safe and caring environment where our students want to come to school (a big step for many of them), we can then work to meet their academic needs. We continue to encourage our students in learning how to work independently, to manage their time, and to ask for help when needed. Through our self-reflection, we changed our instructional model from 3 week semesters for one class, to 6 week semesters with two classes. When we get data from this change, we will evaluate our progress. So far, the feedback from students has been positive.

The Rivercrest staff have a strong understanding of the importance of building relationships, challenging our students and having a strong common direction as we move FORWARD. The staff goes beyond the basic expectations to support students and with the support from both the JUSD School Board and JUSD Administrative offices, we are working to create an environment that gives students an opportunity to learn, grow and lead as they move through their academic course work.

Prioritize the areas of strength and growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

The principal is committed to meeting the needs of a diverse and changing student population.
Technology infrastructure is updated and continually monitored for optimum performance.
RPOS provides a welcoming atmosphere to support a diverse student body.
Staff makes a concerted effort to develop meaningful relationships with students to support them through their academic journey.
RPOS has an open door policy which helps to create a welcoming student environment for all stakeholders

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Growth

More data is needed to support program goals.
Continue to investigate current research on blended learning so as to best support our students.
Identify students who may need additional supports such as mental health counseling.
Continue to have focused attention on program and supports to create a more academic achievement.
Create additional project based learning activities to build more authentic ways to assess student learning.
Outline more ways to connect with parents/guardians to create an even more open line of communication.

Category B

Standards-based Student Learning: Curriculum

Category B: Standards-based Student Learning: Curriculum

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

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

Current Educational Research and Thinking

B1.2. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings

Rivercrest provides researched-based curriculum that aligns to district, state, and national standards; Common Core State Standards for Math and English, Next Generation Science Standards, and JUSD Units of Study for Math and English. In order to maintain a viable, meaningful instructional program for all of its students, Rivercrest staff has participated in CCSS-based district training, is currently participating at the district level in the creation of NGSS Units of Study, and have made multiple revisions in order to align its independent study lessons to JUSD Units of Study to ensure they positively impact student achievement of these standards. Rivercrest maintains samples of student work in each student's independent file that document the viability and meaningfulness of its instructional program.

Throughout our review of curriculum, it has been determined that with the use of Edgenuity and Odysseyware, this does not always meet the needs of every student. We use both programs to help create a good, personalized direction for each student. Both programs go through ongoing upgrades, as determined by the company and are reviewed on a regular basis for content and focus on the standards. With the lessons, projects, quizzes and tests coupled with our teachers developed lessons and projects offline, we are able to work to create a true flipped learning environment. Although we are still in the early stages of this model, the focus is to begin creating more opportunities for students to experience a flipped classroom on a regular basis. Rivercrest's staff's main focus is delivering quality content and instruction that is developed through research and review of current educational thinking. Through formal and informal meetings, conversations and sharing, the staff are able to discuss and begin implementing new ideas and concepts to begin to create a student driven, technological learning environment that works to support all students.

Rivercrest teachers and administrator remain current with educational research and on-going professional development. The principal has earned Leading Edge Administrator certification and one teacher has earned Leading Edge Digital Educator certification in order to improve the school's understanding of online learning and what is means to be a blended learning school and environment.

Supporting Evidence:

- Common Core State Standards for Math and English

- Next Generation Science Standards
- JUSD Graduation Requirements
- JUSD Units of Study for Math and English
- JUSD Scope and Sequence
- Master Schedule
- Leading Edge Certification
- Odysseyware and Edgenuity assignments
- Offline, Teacher created assignments and projects

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)*

Findings

Across the curriculum, the focus is on courses that align with the Common Core standards and prepare students for postsecondary goals, whether those goals include immediate employment, further training, or a college education. We have begun to offer a Expository Writing and Reading course from Edgenuity to help our prepare students for college-level writing competencies and for the skills needed to participate in the workforce of the twenty-first century.

Lower level English courses include many and varied writing assignments and close, critical reading of both fiction and non-fiction. In biology, chemistry, and physics, students' complete wet labs and virtual labs as part of every course, with an emphasis on critical thinking skills and the scientific method. In history, students examine primary documents and answer relevant questions that focus on the significance of historical events. Our district has been going through the development of an Integrated math program and we are in the early stages of outlining math courses to support a different instructional focus.

Starting with the class of 2019, our district has increased the requirement for graduation in math, with the future expectation being that all students will take Math I, II and III prior to graduation, in order to better prepare them for life outside of high school. We still have students taking and completing their math requirements with a more course-fied approach but regardless of the math course or pathway, it is our goal that in all math classes, the focus is on developing an understanding of mathematical processes and concepts.

Although with our current population, we do not have a large amount of students requesting honors courses, we have had some students who need a more challenging work environment and with that we have been working to developed to meet the needs of our high-achieving students. Honors courses are offered based on the student need. The currently online system does not create specific Honors courses that we use with our students but for those students wanting an extra challenge, we work to develop a course with a mixture of the online material and offline assignments and challenge projects to increase the rigor and the depth of the material so that we can create an opportunity to give our higher achieving students an

appropriate program of study.

JUSD graduation requirements include 220 credits; students earn five credits for each semester class successfully completed. Course requirements include: four years of English; three years of math; two years of science with at least one year in the life sciences and the second in a physical science; one year of world history; one year of U.S. history; one semester of government; one semester of economics; two years of physical education; one year of fine arts or foreign language, one semester of career technical education; and 70 credits of elective credits. Elective curriculum offers students career related, technical and practical skills in sociology, psychology, journalism, forensic science, Office Applications, music appreciation, personal and family living, and personal financial literacy. With the flexible schedule of our day, students are encouraged to use their time when not on campus to further their learning. One area that we encourage our students is to enroll concurrently at Riverside Community College [RCC] to begin their college quest early. This program has just recently begin reinstated and is again accepting high school students. It is very new for our campus and although we do not have many students who are working with it currently, it is a very strong piece of what we can recommend for our students who are looking to challenge themselves and begin their college journey early.

During this year we also began to implement a grade level advisory program that helps to give students a time to connect with their grade level students and build relationships with the staff. Currently we are using the time to have reflection on grades, current standing in classes, future goals and next steps toward their goals. We also incorporate digital safety, college and career planning and one on one discussions regarding goals and dreams. With a deeper look at what the needs and desires of our student population is, our staff is committed to refining the curriculum in this advisory course to make it a beneficial time for students and to help serve as a way to support the path of each student.

Course curricula meet the needs of all students and the University of California A-G college entrance requirements and equip students with the skills and knowledge necessary for success on standardized tests such as SBAC, SAT, ACT, and CELDT.

Supporting Evidence:

- JUSD Graduation Requirements
- JUSD Scope and Sequence
- Master Schedule
- List of Core and Elective Courses
- CCSS
- Project based Honors Courses
- NGSS outlined work
- Labs

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings

Rivercrest offers students credits for completed work from outsourced curriculum sites through two online learning programs: Edgenuity and Odysseyware. These online courses consistently meet state academic standards and with teacher modifications meet iNACOL standards.

Edgenuity is a provider of blended and virtual learning and JUSD has purchased licenses for students and staff to be able to use this program for our main curriculum provider for our core classes. The digital curriculum provides students active learning and differentiated instruction that engages them in rigorous coursework to prepare them for college and career. JUSD is a 1:1 device district and Edgenuity is available to all students when on campus, to students that have internet access at home, and students who are able to stay on campus in order to work in the school's lab to utilize the school's Wi-Fi.

Odysseyware is a supplemental program that offers differentiated instruction for all subject areas. The main use of Odysseyware at Rivercrest is to provide students access to electives that are not available through Edgenuity and an alternate platform for students retaking a class or are looking to recover lost credit from a previously failed class.

Both programs are committed to reviewing and updating their coursework each year. There is a focus to ensure that the courses are rigorous and that all assignments and projects are supporting the state standards. Rivercrest have courses in every area, except the Fine Arts, approved and adopted for A-G purposes. Courses that are approved by A-G directly form the online provider we use, but we also have had our own "home-grown" courses reviewed and approved as well. Each course that we have had approved have been reviewed with the iNOCAL standards. With a back bone of the online curriculum from either Odysseyware or Edgenuity, teachers also add, adapt and implement their own lessons and projects to make unique courses that work to meet the individual learning needs of our student community.

Supporting Evidence:

- Edgenuity Courses
- Edgenuity Course Structures
- Edgenuity Session Logs
- Odysseyware Courses
- Odysseyware Course Structures
- Odysseyware Login Reports
- iNACOL Standards
- A-G approved list

Congruence

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings

One area that we feel strongly about in terms of creating consistency with our expectations, the school-wide learning outcomes and our standards is the fact that with our environment, students are having to be self-motivated and become proficient in a variety of technologically driven systems and programs as well as having to learn to communicate their needs and goals as they set them. Unlike the traditional model of classroom based instruction, our students are working with a personalized plan of learning and each student must learn to take responsibility for their own learning and getting the support that is necessary as they move through the content. Also with the use of two or more technological programs, students are being asked to navigate through a variety of areas to complete work, helping them to develop essential skills for future development.

Rivercrest works hard at creating opportunities that will give students the ability to see connections between their learning and their future. With both Edgenuity and Odysseyware, the curriculum is outlined with current standards and practices in place. Due to the online nature of the courses and their company policies, the courses are updated more regularly than in traditional, textbook driven instructional environments. Therefore, there is a strong tie to the updated standards and practices that will help our students as they look beyond their high school journey. All of the courses we offer build in skills and expectations that are helping our students in developing the essential skills needed after high school. Both Edgenuity and Odysseyware have electives that are outlined with specifics to support students with their college and career goals. We use a large number of Oware CTE track classes for electives on our campus, which help our students develop skills beyond the content standards.

Our school-wide goals of Fortitude, Organization, Responsibility and Achievement are all skills that are important as they move beyond our walls and through an independent study environment with a personalize learning plan, students are gaining these skills with each course they take.

We understand that there are some areas that we could still work on to better support our students with the congruence of the content delivered and the skills necessary to be successful when they graduate. As we move through evaluation of classes and coursework, we have begun to create a more project-based environment for our students and with that, using the projects to help develop the skills necessary to create more hands on skill based learning for all students. These projects have been created to develop our students' critical thinking skills and give them practice with many of the skills that may not be as easily accessible in a purely virtual environment. Whether it is publication, collaboration or presentation of material, the intent is to help students develop these skills through the completion of assessment projects. We are still working to develop and implement these but our goal is to continue building more and more opportunities for students to work on both content building and skill building through each course they take on our campus.

With the use of a variety of programs that have been updated to reflect the changes in content, we also realize that preparing for our students for life after high school is an important piece that we must continue to address. Our district has recently hired a Director of College and Career Readiness and we are working closely with that department to get a clear picture of the CTE programs that our offered throughout our district high schools and supporting our students to take those classes, if they desire. With our partnership with our traditional high schools, students are able to have a part-time, concurrent enrollment at their home school and we encourage our students to take advantage of the CTE programs at each site, depending on their interest level. It is also our goal to review the needs of our community and district to develop a CTE program on our campus but this is still in the early developmental phase.

Supporting Evidence:

- School wide goals
- Teacher developed course projects
- Student Personalized Plan of instruction
- Odysseyware content
- Edgenuity content
- Meetings with JUSD Director of College and Career Readiness
- Multiple electives from the Odysseyware CTE track to support students with skills

Integration Among Disciplines

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings

All of the curriculum that we use; Edgenuity and Odyseeyware are fully articulation to the California State or Common Core Standards for each class. Our teachers work diligently to ensure that with the online curriculum and the off line assignments/projects that are developed, students are able to work together to create a strong and focused learning environment.

In all classes, students are required to complete notes to support the online learning. We have been working between disciplines to create integration between courses and having students see the larger connections of the content that they are learning. Our staff have proven to be invaluable resources in helping each other to create viable pathways and connections with assignments and courses to help students prepare for future college and career decisions. Teachers often add to the curriculum or modify the curriculum as needed to better reflect the requirements of the course and the needs of the students and to build connections between all classes and student learning.

Both online curriculum providers have been available via email or phone when we have problems, questions or concerns with the online curriculum. When teachers have concerns regarding the accuracy of the curriculum, they can modify the assignment and then they often will send the lesson/question in question to the staff through their help desk to ensure that the online curriculum providers are aware of the problem or concern. Both providers have numerous resources embedded in their programs in order to offer teachers

the support they may need and to give them the ability to learn about the mechanics of the program in depth. Trainers from both companies have come to our site annually to train teachers on the software and to answer questions.

Both systems offer the ability to add lessons, skip or modify assignments or remove items that may not support the overall expectations of the teacher. Therefore, we can create a truly blended course and can work to develop more ways for students to make connections between their lives and their learning. As we begin to work to develop more cross-curriculum projects, we see that that is the direction that we want to take to create a much stronger integration of content across disciplines and give students a more relevant learning experience.

Supporting Evidence:

- Odysseyware Course outlines
- Edgenuity Course outlines
- Student notes
- Course projects
- Trainings schedules

Articulation and Follow-up Studies

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings

Articulation between Rivercrest and feeder schools provide for an easier transition for all middle school and high school students wanting to enroll at the site. In order to enroll at Rivercrest, students and their parents/guardians must first arrange an intake meeting with our school Guidance Coordinator [GC].

At the meeting, our GC informs students and parents/guardians about the independent study program and the expectations of success needed for our site. Students are informed about the importance of self-motivation that they will need to have in order to be able to manage their daily schedules and be able to successfully complete their classes within in the scheduled time frame. Parents are also informed of the new responsibility that they will be undertaking at their homes. As part of an independent study program parents receive a greater responsibility for their students' education than they would have at a traditional school site.

We have found that although we have had multiple meetings with our high school GC's, there is still a need to continue to explain and market our program. At this time most of our students come from either word of mouth from a current or past student/parent or they are recommended from their home school. However, the recommendations some times are still not clearly outlining the needs and expectations of our program and we are looking for ways to build a strongly line of communication for our sister high schools and middle schools. We hold parent informational meetings over the summer and send out flyers in the community to explain our program and hold open houses for our HS and MS GC but there is still a need to build a larger presence in the community. Having our GC has been an invaluable resource for our staff and students and has allowed a much more open line of communication with the other sites and the potential students coming to our campus. She has been able to explain to many that we serve a very specific, unique group of students so it is necessary to keep her working on communicating that to those at our feeder schools and our community.

Articulation between Rivercrest and the comprehensive middle schools and high schools is based primarily on referrals for enrollment from their home school. Rivercrest holds an open house for school counselors twice a year. At the open house, counselors are informed about the type of student that is most successful at our site: students who are self-motivated, self-discipline, and independent.

We have found that with the movement of students in and out of our program, it has proven a bit challenging to follow up and see their finish when they leave our doors. Due to the fact that some students, return to their home school prior to graduation from our campus or students who chose an independent study environment tend to be a bit more transient that other populations, we have found that it is a bit difficult to conduct follow up research once they leave. When students leave our program to return to their home high school within our district, there is a bit more of an ability to follow up with their progress as they continue their educational journey. Most students that have transferred back to their home high school, seem to now be more comfortable and are working well in the traditional setting. Many times we have found that for these students, they needed the safety and smallness of our campus for a short term reason and then they are able to transition back to a "normal" high school. For others that have graduated from our program, we give them an exit survey when they check out so that we can begin getting basic information on them and their plans. We are working to create a database of text numbers and emails so that we can begin to connect with them to see how they have fared once graduated. Informally, we keep contact with many of our students through social media, text messages and emails.

We are hopeful that with this year's graduating class we will have a stronger, more formal follow up system in place. With the smallness of our campus, we have built relationships with our students and that has helped us to stay connected with many of them. Besides following up on our graduates and their plans, we also work to get follow up and feedback from our current students and parents to ensure that the program is relevant and working to serve their needs. Rivercrest uses an end of semester/year survey given to all students in order to learn about the effectiveness of the curricular program to help us get feedback for next year planning.

Supporting Evidence:

- Guidance Coordinator Referrals
- End of semester/year surveys
- Emails and texts

- Social media accounts
- List of students concurrently enrolled at their home school

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Variety of Programs — Full Range of Choices

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings

Students are given access to information regarding their choices in a variety of ways. With the use of our advisory program, informal conversations with teachers, meetings with the GC and with our dedicated bullentin board and online website postings regarding college and career directions, we are working to create a very clear picture on how students can make appropriate choices for this future.

Rivercrest is an alternative educational program and students are informed of their options in education during our new student and parent intake meeting. Students are informed of the differences between Rivercrest and a traditional school: students at Rivercrest are expected to work 4-6 hours a day at home on their assignments and in order to be successful students must agree to be self-motivated. At the time of the intake meeting the counselor will review their transcripts and ask for clarification if there are any discrepancies. With the guidance of the school GC, parents and students decide if becoming part of Rivercrest is what is best for them based on their educational needs. Students and parents who decide to join Rivercrest are given a master agreement that they both sign: the agreement states the classes that the students will be completing throughout the semester at Rivercrest and are updated each semester.

Throughout the school year the school GC has meetings with students in order to review their progress, transcripts, and discuss career options that they are interested in pursuing. The GC guides them to resources in order to help them with their decisions. She works to ensure that class choices are being made correctly, that A-G classes are selected and completed, and help to appropriately assign supports based on student level and need. We have held FASFA nights, parent info nights on how to support student success and have arranged for RCC to come in and talk about programs and future planning.

This year we had our first College Day. As part of college day students had different activities to complete based on their grade level through Career Cruising. All students at Rivercrest have access to career cruising. As part of the day, students explored career options that they are interested in, colleges that they are interested in attending, and completed assessments to better guide their career making decisions.

In January, juniors and seniors that are interested will be going on a field trip to RCC in order to learn more about the campus and the CTE career pathways that they have available. Students are encouraged to use these findings to help them with future planning. Also with the development of our current advisory program, the emphasis of discussions is often on college and career planning. Although the program is still in its infancy, our focus is for each grade level, 7-12, to begin to develop plans for the future. Learning to set realistic goals, learning about options that they have and to work to build a clear picture of what is needed to help them achieve their desired outcome.

Seeing as all staff have an open-door policy, students have access at any time to discuss their goals, needs and expectations with any one during the school day. This helps to give students the feeling that they are getting their questions clarified and that they are on the correct path for their future goals.

Supporting Evidence:

- New Student and Parent meeting
- Counseling Meetings
- College Day
- Career Cruising and CCGI
- Advisory
- College and Career Bulletin Board
- Master Agreements
- Student Transcripts
- Weekly Work Record Form
- GC visit log

Accessibility of All Students to Curriculum

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings

Due to the small nature and the individualize model of our site, we have the ability to support and make available any course that a student may need for graduation. The master schedule is constructed to make it possible for students to have access to all courses and if we find there are courses that our students are requesting or are needing, we have the flexibility to change the schedule as needed to support all students. We work hard to allow for any changes in a student schedules to allow a more productive outcome.

Knowing that all of our students come in with a varied level of ability and desire, our teachers are focused on helping each student based on their current level. Rivercrest staff have created supplementary materials, projects and assignments to help give all students the ability to succeed. We have developed additional

areas of supports through the use of our independent study aides who work in the lab and in the classroom to tutor and work with students who may need more supports. We have outlined lists of online resources, such as Khan Academy, to aid in student achievement. Links to the online resources recommended by teachers are available through our website.

In order to support students who may be on an active IEP, we work with a Special Education teacher who shares time with us from the traditional campus and outlines the modifications and assistance needed to develop a learning plan that will be give support to the individual student. Teachers are made aware of the needs of each student and they work to modify within in the online system or we work to create off line assignments that support the online curriculum that will help the student access the content.

We also have the supports of a mental health provider bi-weekly who works with any students who demonstrates a need for support and she helps us to open up communication with the staff on student need and helps create a strong team that works to offer counseling support in a one-on-one setting that helps students feel more comfortable and able to work with their course work.

Teachers provide individual tutoring to aid those students who need extra support, and they are able to individualize course content to meet the needs of all students. For example, Special Education and 504 students may be given accommodations such as longer times to complete portions of the material or off line assignments or modified questions can be created to support students who need them. Teachers may give students oral assessments for those students that have difficulties with the program assessments, based on students' IEPs.

For our students who are classified as English Language Learners [ELL], we understand that the amount of individualize reading and work can pose a challenge but we work with those students on, ensuring that they have the ability to ask for help and we can modify as needed. The online curriculum systems do offer the ability to translate for students, which can help students who may be struggling with the language to obtain the content. We also have one independent student aid who is bilingual that works with students who may be struggling with questions.

Although we have ways to support all students, those students who do need extensive English Language Development [ELD] are counseled when they first enter for an orientation, that due to the independent nature of the program, that they may find more support at the traditional campus. However, it is not a reason that they are denied entry. We can personalize the instruction and work to find a solution for all students' needs when they enter.

Any student with the proper prerequisites may enroll in Advanced Placement courses, and those students who want to enroll in honors classes are encouraged to do so, if they also have met the prerequisites. With the small nature of our classes, if a student is looking to take an AP course, we can offer it and we will work to, if that is the desire of the student but we discuss the importance of having critical conversations and interactions within the AP classroom setting and with the ability for students to take classes at the traditional high school, most students wanting AP curriculum, take those classes in the traditional setting at their home school as a part time enrollment. We also discuss the ability to have students take concurrent enrollment with Riverside Community College [RCC] once they have reached 16 years of age. RCC has just recently brought back the concurrent enrollment process for high school students, but it is a program that we push with those students who are looking for challenging course work and who may be looking to attend RCC when they graduate.

Supporting Evidence:

- Personalize Learning plans
- Student IEP
- Master File Agreements

B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Findings

Seeing as Rivercrest is an online, college-preparatory high school, we are constantly looking at the online curriculum and classroom instructional time to ensure that students are getting the best opportunities for success. As such, all of our courses meet the A-G requirements and are approved by the UC system. When we first opened, we used Odysseyware and we then worked to also use Edgenuity for our curriculum but that is not the only curriculum that we use.

Our teachers are constantly working with the online materials and using district developed lessons/projects or creating their own assignments/projects to supplement and create the strongest learning environment for our students. We have developed and reviewed all of courses through the iNOCAL standards and work to constantly review the learning expectations that we have for students to ensure they have all the opportunities a blended environment. The science courses offered through Edgenuity have several labs within the program, as required by the definition of A-G but our science teacher works with each student to do multiple offline labs as well to ensure that students are doing the hands on work that is necessary in the science curriculum.

All English and math courses are college-preparatory and working to guide students in their quest toward A-G completion. We also utilize other support program; Assessment and LEarning in Knowledge Spaces [ALEKS] program to support our math tutorial needs and foundation level courses that are embedded in both Edgenuity and Odysseyware, if we find that a student needs additional help to build skills prior to taking college-preparatory classes. All courses in the social studies area and a variety of electives; Foreign Language, offered from either Edgenuity or Odysseyware are A-G approved.

The one area that we have to continue working on is the ability to offer a hands-on, A-G approved Fine Art for our students. At this time, we do not have an approved, online A-G Fine Art course. Typically, students who enter our campus, have either already completed that requirement or are concurrently working on that requirement at their home high school but at this time. We can give students a variety of fine art based electives that open their eyes to different areas in the art world; for example, art history, music appreciation or music theory, but they do not offer A-G credit.

We feel that with the blended environment of both online and off line curriculum, our students are encouraged to pursue the most rigorous curriculum possible so that they have the most pathways open and they are prepared for anything that comes their way once they graduate.

Supporting Evidence:

- A-G list
- List of students taking A-G courses
- JUSD Merit Scholars for graduation
- Science labs

Student-Parent-Staff Collaboration

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings

At Rivercrest the staff works with the parents in order to collaborate in developing and monitoring each student's individual educational and college/career goals.

Teachers communicate with parents and inform them of their students' progress through emails, text messages, and Remind messages. Teachers are available when needed to personally meet with parents and students during parent-teacher conferences.

Rivercrest's school guidance coordinator and principal keep an open door policy which helps to ensure an open line of communication with parents. Calling them when needed in order to inform them if their students' progress or needs and hold meetings if students have not completed their goals or if a goal needs to be reassessed in order to better suit the needs of their student.

Parents also have access to both parent portals in Odysseyware and Edgenuity in order to monitor student progress on a regular basis. They can set up meetings to visit the school and observe students' needs at any time. Rivercrest also holds back to school night, parent seminars and award recognition programs that are open to all parents and student. We currently are investigating other ways to make info available to parents and students. Possibly through the use of webinars and web-based video sessions posted online that will give more parents a way to be clearly informed about how to support their student and our school.

Supporting Evidence:

- Report Cards
- Progress Reports
- Remind App
- Student Transcripts
- School Messenger
- Master Agreement
- Student and Parent visit log in Q
- Parent account in Odysseyware and Edgenuity

Post High School Transitions

B2.4. Prompt*:* Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.

Findings

Throughout the school year Rivercrest's Guidance Coordinator holds several workshops to assist students with understanding graduation requirements, requirements to attend any institution, completing an application, and a family night to inform students and parents about completing the Free Application for Federal Student Aid (FAFSA).

Although still in the early development phase, we also are working to support our students with their post high school transition through our advisory program. We are working to ensure that more students participate, but it is our goal that during the grade level advisory time, students are counselled on options and then work with them to outline the path that they need to take to get there.

Our guidance counselor meets with all students on numerous occasions while students are on campus to discuss future plans and works with each senior, prior to graduation to help guide them on a plan for success. Another way that we are looking to provide information regarding transition to post-diploma options is through our College and Career bulletin board and online posts in our office learning lab. Throughout the years, we have documented different careers and what it takes to get to achieve success in those fields. In 2016-2017 we have transition to a review of the CTE Career Clusters and Job Industries and have made QR codes that links students to information on different careers in those clusters. We have posted them on the website as well and work to discuss future plans with students in both formal and informal settings as often as we can.

JUSD's Director of College and Career also is working with each site to create a district wide vision of exposing students to experiences and opportunities that will helps them in their transition to their future. In October 2016, we had a district-wide college and career kick off day that helped students at all grade levels become aware of their options. We work with our advisory groups to help have formal and informal conversations about their future and what is needed in terms of processes for transition post-diploma. Lastly we have used Career Cruising for the past two years to help give students interest inventories and provide additional lessons and links to careers and colleges that would be suited to their desires. During the 2016-2017 school year we will be transition to a new program and our district will be working with the California College Guidance Initiative [CCGI] to give students even more opportunities to find out about themselves and what is necessary to help with that transition.

Supporting Evidence:

- Student and parent workshops
- Family Nights
- Advisory meetings
- Individual meetings with GC
- Senior check out meetings
- Career Bulletin Board
- Career Cruising data
- College and Career Kick off Day [October]
- District CCGI development

ACS WASC Category B. Standards-based Student Learning: Curriculum: Summary, Strengths, and Growth Needs

Summary (including comments about the critical learner needs)

Rivercrest is a college-preparatory school using A-G approved online curriculum to help give students an alternative way to learn. They mission and vision of RPOS reflects the expectations that all students are supported and will be offered a rigorous curriculum to help them achieve their goals and future plans. It is a goal to help develop independent learners who are focused on working toward their personalized plan to realize success. With the use of Edgenuity and Odysseyware, Rivercrest staff builds upon that curriculum to create a program that is tailored to student success and helps to create personalized learning paths to support all students.

Rivercrest uses online and off line assignments and projects to create a truly flipped learning environment that is very different from the traditional comprehensive high school. Our goal is to helps students gain access to anything that is necessary for them to develop into critical thinkers that are looking FORWARD to their future. Throughout each segment, staff review needs of students and create opportunities to get students support when they are struggling. Our focus is to create a clear pathway with a strong outlined curriculum to ensure that all students have an equal opportunity of success at Rivercrest.

Students are asked to think about their future and set goals as early as 7th grade, in our middle school program, and are pushed to review and reflect regularly through our developing advisory program and meetings with our Guidance coordinator. As we build a stronger advisory program, we look forward to supporting our students on their achievement of their goals and plans.

Prioritize the areas of strength and growth for Category B.

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

All courses are A-G approved.
Clear articulation of needs for student success.
Open door policy for students and parents with GC and Admin to create a welcoming environment for conversation regarding curriculum and course needs
Strong communication of staff regarding student need.
Development of Advisory program to create a clear opportunity for students to get information and clarity about their goals and future.
Development of personalized learning plans to support student level and need.

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

Increase parental involvement in understanding student goals and expectations for success.
Develop a CTE program on campus and create a stronger pathway with sister high school CTE programs to ensure students have wide range of opportunities.
Increase students successfully completing A-G requirements.
Further develop the curriculum for the Advisory program.
Improve knowledge about program with feeder middle and high schools so that the community is more aware of their options with their student's education.
Increase the development of projects created for student assessment in core classes to supplement the current online curriculum.
Create more opportunities to develop cross-curricular articulation with the development of cross-discipline projects.

Category C

Standards-based Student Learning: Instruction

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Results of Student Observations and Examining Work

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings

All students at Rivercrest Preparatory are exposed to rigorous and challenging curriculum and we encourage all of our students to graduate A-G ready. Rivercrest Preparatory uses two online learning platform programs; Edgenuity and Odysseyware. The majority of the core curriculum courses are delivered by the Edgenuity online learning platform. All of the courses are A-G approved, which meets the college readiness standards and are highly rigorous. Odysseyware is mainly used for elective courses, P.E., health, and at times a modified curriculum or credit recovery. Odysseyware is also A-G approved and all courses are accepted by the U.C. system as college ready classes. Both learning platform courses have been updated to meet the Common Core and Next Generation Science standards. Teachers are also able to update, change, add, or modify lessons, projects, activities, quizzes and tests as necessary. This allows teachers to support students with diverse backgrounds and create a truly unique curriculum. The Rivercrest teachers also require students to take notes, preferably using the Cornell style, complete projects, work in cooperative groups and perform "off-line" tasks to enrich the online curriculum to create an authentic learning environment. These requirements help generate a college and career readiness atmosphere at the school.

Since this is an online school and an independent study model, our students begin to "learn how to learn" on their own and become accountable for their own understanding of the standards and curriculum. This gives our students a chance to gain a greater insight as to how to learn on their own preparing them for the rigor and necessity of being an independent learner in a college or career atmosphere.

Although it is an independent learning model, most students are required to attend classes Monday through Thursday so teachers have plenty of face to face time with the students and can discuss progress as well as have classroom discussions, projects, labs, and other activities. Fridays are used for remediation, tutoring, or just extra time for students to make up work or get ahead if they so choose. With the personalized nature of the the program, we have students who may need more flexibility in schedule or do not need to have as much classroom interaction and so we work to create plans that work for them as well. We emphasis to parents and students that regardless of the physical attendance model they chose, that we are open to them every day of the week and that we would love to ensure they are getting the supports they need so if they would like to attend on a daily basis, our doors are open. Parents can monitor their child's

progress by setting up an email account with Edgenuity and Odysseyware to maintain a clear picture of their student's progress. Edgenuity's program is very proactive and will also send reports daily or weekly. Staff also contacts parents regularly if they have concerns through email, phone/texts, using Remind, and progress reports.

All teachers utilize additional means of standards based instruction and assessment to support and review student learning. There is a process of ongoing monitoring built into the system due to the online, also most real time results embedded in the system. This gives staff the ability to adjust, review and outline expectations for students as it is shown necessary.

Supporting Evidence:

- Standards and objectives are provided by Edgenuity and Odysseyware
- Completed lessons
- Quizzes and tests
- A-G list of courses
- Students completing A-G courses
- Merit scholarship diploma recipients
- Remind App
- Online provider parent accounts

C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings

Due to the nature of online learning students can work onsite or at home. Rivercrest recommends students work 4-6 hours per day, 2-3 hours in each course. For those on the daily mode of attendance, each period is 1 ½ hours long so they are expected to work another 1 ½ hours at home to be successful in both courses. This expectation is to complete a full semester of course work in an accelerated model, therefore there is a need to ensure that students are working when not on campus as well. With the online component of our school, it creates an opportunity for students to learn 24/7 and expands their ability to learn through accessing the curriculum at any time.

Both Edgenuity and Odysseyware create a course calendar that shows the expected lessons to be completed each day. This corresponds with the six-week timeline set up by the school. The calendars give the students a pacing guide and set up the expectation that each course be finished in a six-week timeline. Most of our students are able to finish their courses on time using this calendar. Instructors also provide additional calendars or pacing guides that include some of the other additional projects or labs. This helps the students stay on track so they can finish the course by the six-week deadline. Students are also given an agenda/student planner and are encouraged to use it to plan their days and studying. Teachers work with students in class and in advisory to help instruct them on study skills and time management. The idea of having organization and responsibility to do well is woven into our school-wide learner outcomes and we work to emphasis it regularly to ensure students are able to develop these skills for when they graduate.

The teachers also monitor progress and remind students and parents of the upcoming due dates. Teachers use the remind app, emails, phone calls, and progress reports to communicate with parents and students. In cases where students need extra support tutoring, extended time, and other modifications are offered. SST meetings are conducted for students who may need additional support on a more regular basis.

Teachers also use Haiku, an online classroom management platform adopted by JUSD this year when the 1 to 1 chromebooks initiative took place. Haiku allows teachers to assign projects, activities, quizzes, or other assessments with a given due date and calendar.

Supporting Evidence:

- Standards and objectives are provided by Edgenuity and Odysseyware
- Progress reports generated and time on task reports are generated by Edgenuity and Odysseyware
- Teacher created calendars and pacing guides
- Student Agenda/Planner

Student Understanding of Learning Expectations

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings

Edgenuity and Odysseyware have lesson objectives stated at the beginning of each unit and lesson. The student's knowledge of how these programs work helps them to understand what they should be learning, how they are doing on each assignment and how far along in the course they should be on any given day. Administration and teachers at Rivercrest have developed a standard basis for performance at an 80% pass rate on assignments and a 70% minimum grade for tests and quizzes. If a student fails to achieve at least a 70% on a formative assessment they have the opportunity to retake that quiz or test. The student cannot automatically move forward in their course until they achieve a proficiency of 70% or better. If a student fails to reach the 70% mark twice, they must meet with the teacher for another chance. At that point the teacher may reassign some lessons, review notes, or have a 1 on 1 lesson review with the student before allowing a third retake. The goal is to have students master the content and standards they are currently learning before allowing the students study more standards. This is especially true for math since the students need to be proficient in each standard prior to moving on to new standards.

Through the meeting with the Advisory teachers there is another layer of review and another voice working to help students understand the expectations for learning at RPOS. Teachers have the ability to work with students and review work, even if the student is not enrolled in their class, to create another relationship that is there to provide assistance and clarification.

Students are expected to move through the curriculum in an accelerated mode and we have schedules and time tables to ensure that students are working toward completion of course work in a timely manner. The online system and teachers work in tandem to create a clear road map for students to see the progress that must be made to complete the course expectations. Teachers also provide other ways to have students show their knowledge using Haiku, project based learning, labs, discussions, and blogs.

Supporting Evidence:

- Edgenuity and Odysseyware calendars and progress reports
- Discussion boards (Wiki's)
- Blogs
- Lab reports
- Haiku assignments, project, and presentations
- Advisory

Differentiation of Instruction

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings

Rivercrest is an online school; therefore, the students are using technology daily for their course work. Edgenuity and Odysseyware are the main platforms used for teaching the standards. Teachers also assign other online tools such as Khan Academy, ALEKS (math tutorial), specific You Tube videos, and other websites to enrich the main curriculum. Teachers also create study guides to help students understand important topics. The staff can customize and create courses to accommodate student needs and the guidance coordinator can customize programs/course to accommodate individual student needs. The students meet with the GC on a regular basis to discuss goals and expectations of course. Each meeting is used to review progress and update the personalize learning plan for the student. These tools allow the teachers/staff to differentiate learning as well as create a unique learning environment for each student.

Being an online school, students can learn at their own pace and be independent in their learning choices. For many students this has a great impact on their learning since they have the flexibility of using technology to their advantage and utilize their "school" time in a way that best suits their needs.

Supporting Evidence:

- Supplemental materials and online resources
- Student notebooks
- Study guides
- GC reports

C2. Student Engagement Criterion

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

Current Knowledge

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings

Rivercrest Preparatory Online School teachers are highly qualified in their content area and stay informed regarding national, state, and online updates to their courses. JUSD has provided ongoing trainings for teachers in the Common Core standards for Math and ELA as well as the Next Generation Science Standards. Teachers are required to attend the trainings and implement the new standards into their current curriculum. The teachers at Rivercrest also receive professional development on the first best instruction using Marzano's and Bloom's methodologies and strategies.

In March of 2016, three teachers and the principal attended the CUE (Computer-Using Educators) conference for three days. The conference helped ensure that the teachers at Rivercrest are integrating more multimedia and technology beyond the online curriculum. Teachers use a variety of computer based learning for both re-teaching concepts and creating more in-depth understanding of standards. The teachers interweave these learning experiences in with the pre-developed curriculum to extend the learning opportunities for each student.

Both Edgenuity and Odysseyware incorporate a variety of multimedia techniques in their delivery of the curriculum. They also both provide transcripts, translations, closed captioning, and/or reading of passages to the students. This is included in their videos and written material in English and several other languages to facilitate and differentiate student learning.

There is a push to continue to remain up to date and current with current trends in using technology to support instruction. Both the Principal and one teacher have completed the Leading Edge Digital trainings and work to bring the ideas outlined through that training to current practice on campus. There is a desire to have 100% of all teachers completed with the certification by 2018-2019. One staff member has a doctorate in Education Technology and shares ideas of ways to incorporate technology into our current practices with both formal and informal conversations with teachers and principal. The staff is very open to learning about, trying and incorporating new technology if there is a feel that it will help with student learning.

Lastly, JUSD is committed to supporting teachers as we enter a more technologically driven classroom. Through the Technology TSAs that are employed with the district, there are variety of trainings and opportunities for all teachers to learn about current technologies and how to incorporate them instructionally.

Supporting Evidence:

- Odysseyware and Edgenuity transcripts translations and closed captioning
- Teacher directed presentations (PowerPoint, Prezi's)
- Modifying curriculum
- Google Drive
- Wiki
- Online resources
- Haiku site
- Leading Edge Digital Certification

C2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings

Teachers at Rivercrest Preparatory Online School are expected to be proficient in technology and online learning. JUSD provides ongoing professional development as well as Twitter chats and discussion boards on the district Haiku site. Teachers at RPOS take it upon themselves to sign up for free professional development usually in the form of a webinars from several companies including Odysseyware, Edgenuity, Simple K12, Google and many more. The staff has ongoing discussions both at staff meetings and through informal email chats of new and different technologies and websites that we share with each other and use with our students. Adminstration maintains a strong knowledge of how teachers are using technology through formal and informal meetins, discussions with staff regarding the instructional value of using technology and review of lessons being completed by students. One main goal of the staff is to create a truly flipped learning environment for students by using both online and off line assignments to create a system learning that is relevant and focused for the students. Often students are assigned to complete activities using the online resources of their choice, such as Google Drive, Piktochart, Easily, video editing, Prezi, Wiki's, and PowToon to name a few. All of these areas helps the staff to begin to get students to use technology and to balance the online and off line instruction.

The teachers must be familiar with these websites as well as our own curriculum based platforms of Edgenuity and Odysseyware to be able to trouble-shoot and instruct students of how to use these web based programs effectively. Teaches are assessed during their evaluations and although not specifically outlined in the collective bargained agreement for evaluations by the district, there is a concentrated effort by all staff to keep relevance and incorporate technology into the Rivercrest classroom. Staff have all reviewed the iNACOL

standards and make it a point to weave those into their interactions with students both in the classroom and when online.

Supporting Evidence:

- District trainings
- Professional development
- Mentoring
- Technology review [district and site based review and survey]

Teachers as Coaches

C2.2. Prompt: Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.

Findings

Students at Rivercrest are expected to facilitate their own learning through the instruction of Edgenuity and Odysseyware. Teachers act very much as coaches guiding students when necessary. Students are responsible for asking teachers for help when they are confused or do not fully understand a concept. However, as teachers monitoring online programs, there is direct and timely feedback given in almost real time to help show where students may need additional instructional supports. Teachers encourage students to re-read a lesson, re-watch a video, or look-up the point of confusion prior to asking a teacher to help students take responsibility for their own learning. Students may also come into the Café' at any time to receive help from one of our two student aides that are at school for the majority of the school day.

Teachers also assign projects that correspond to the standards but allow students to show their knowledge in a variety of ways rather than just on assignments, quizzes, and tests. Both online platforms have guided and independent practice built into their programs. Teachers will also guide student discussions both in class and using an online format such as a Wiki or Haiku discussion board. This allows for students to learn from each other as well as from a teacher and an online program. Some teachers provide note scaffolding or study guides to aid students in knowing how to find relevant and important information in the online curriculum.

Advisory classes meet daily by grade. During this time advisory teachers will remind students of the progress they need to make, ask if students need help, remind them of their pacing guide, and help the students track credits. Also, internet safety and career discussions take place at this time.

Teachers also pay very close attention to their student's progress and notice when they are falling behind or those that are succeeding at a high level. The teachers then communicate with the students, parents, CG, and principal regarding the student's progress and needs. When students have a personal obstacle such as and illness or family issue teachers may extend time for students to finish their courses or then modify a course.

Students that are found to be doing well are recognized throughout PBIS incentive program. Students "caught doing good" and living up to our FORWARD schoolwide learner outcomes are given the opportunity to earn a reward for their hard work.

Supporting Evidence:

- Direct and individual instruction
- One on one tutoring or assistance
- Guided notes
- IEP/504/SST plans
- Hands on labs, other activities
- Modified courses
- "Caught you doing good" PBIS incentives
- Student visits document in Q
- Advisory
- Project based learning objectives

Examination of Student Work

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings

RPOS teachers are constantly making sure students are knowledgeable in their subject by checking on overall grades, notes, individual assignments and assessments. Instructors check for understanding using a variety of forms such as verbal discussions, activities, notebook checks, and a review of test and quiz scores. Students are unable to automatically continue on in a course with test/quiz scores below 70%. When this occurs teachers will have a one on one review with the student and may re-assign a lesson, ask to see and review the student's notes, or give some direct instruction on the points of confusion. This does not always stop a student from scoring below 70% on assignments and tests due to the time factor of having to move through course work at an accelerated pace to maintain focus on the end of the segment/semester goals, but it helps work as a stop light so that teachers have the ability to review and see progress as students move through the material.

Many teachers use projects, presentations, or discussions as a way for students to demonstrate their knowledge of a subject or topic. Both Odysseyware and Edgenuity also incorporate several projects and/or essays into each unit of study that require research on the part of the student and demonstrate their ability to communicate their knowledge of that subject.

Supporting Evidence:

- Student evaluations
- Student notebooks
- Assessments
- Project display

C2.3. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings

All teaches have access to the work the student has completed, current overall grade, assignment grades, the pace the student is working at, and the ability to communicate either directly through the online program's messaging system, gmail, text or in person with the student on their work. Students also have access to communicate with their teachers in the same way when they have questions, problems, or would like to discuss their performance. Students can ask to redo assignments they have done poorly on and can take screen shots of their current work to ask a question. The students can use these different modes to communicate, especially when students are not physically in the classroom, so they can continue working with assistance when at home, on break, or over the weekend.

Effective research is a topic some of our students struggle with. Teachers will reassign work when it is obvious that students are not writing original work or when their resources are not primary sources. Instructors work diligently with students teaching them how to find effective and student friendly resources and then how to use this research to write a successful paper or complete a high quality project.

Supporting Evidence:

- Student performance evaluations
- Progress reports
- Unit and project based assessments

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings

Teachers at Rivercrest are constantly monitoring student assignments making sure that not only is there an understanding of the topic but that students are using skills that have cross curricular applications. Both Edgenuity and Odysseyware allow modification of the instruction and assignments to ensure students are learning and the most current standards are being taught. Due to the fact that this is an independent study model, students must demonstrate critical thinking and problem solving skills. Additionally, group projects and labs help create a collaborative model where students think, create, and solve problems together.

All of the areas of our schoolwide learner outcomes; fortitude, organization, respect, wisdom, achievement, responsibility and dedication are echoed in the conversations with students by all staff members at Rivercrest. Teachers work to create opportunities for students to develop their critical thinking skills and we ask that they demonstrate these through the online and offline assignments that are assigned in each course.

Supporting Evidence:

- Discussion boards
- Lab reports
- Presentations, projects, and assignments

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings

Rivercrest Preparatory students use technology everyday due to the online nature of this school. Not only do students log on to the curricular program, Odysseyware or Edgenuity, but they also use technology like Google sheets to produce graphs for science labs, create blogs, calculator and graphing calculator apps, presentation apps, video software, and other online resources. The counselor also had all seniors fill out their FASFA forms, juniors have worked on PSAT programs, and sophomores and freshmen have used Career Cruising and the newer California College Guidance Initiative [CCGI].

JUSD is supporting this put to move on this idea of using technology to achieve academic standards in all classes, as well. With the districtwide 1:1 Chromebook initiative, it has given all students more of an opportunity to close the digital divide and to give students the ability to publish, communicate and research using the most up to date methods and devices.

Supporting Evidence:

- Presentations
- Project based assessments
- FASFA forms
- Student publications

C2.6. Prompt: *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings

Due to the nature of our school structure students receive instruction online for the majority of their curriculum. Instructors extend the learning opportunities by requiring students to conduct research, complete labs, and explore various other topics through their elective coursework. RPOS also offers course related field trips to help students understand real world applications of the curriculum.

Often times students will encounter assignments that include reading original source documents, searching the web for information, and using self-generated data or provided data to complete labs, activities and essays. The students must learn to navigate without a textbook for the majority of their coursework.

Supporting Evidence:

- Student work
- Field trip journals
- Student presentations

Real World Experiences

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings

JUSD has implemented several new career CTE courses and pathways in the past two years. Students at Rivercrest can be dual enrolled at any of the other three high school campuses and take any of the CTE courses offered. Currently there are pathways in; Agriculture and natural Resources, Business and Finances, Information and Communication Technology, Engineering and Architecture, Transportation – Auto, Building and Construction Trade, Public Services, Marketing, Sales and Service, Food service and Hospitality, Health Science and Medical Technology, and Arts, Media, and Entertainment. Also at Nueva High School through a grant from the local community college there is a welding training program where students can receive a certificate of completion at the end of the training course.

At Rivercrest we have built in an advisory period where we discuss specific career topics. All 7th, 8th, 9th, and 10th grade students took a career exploration survey to find careers that may interest them and chose one to research as a possible future job. Due to the flexible schedule at Rivercrest many of our students have part time jobs that they would not be able to have if they attended a school with a "regular" schedule. One goal is to begin requiring the students to volunteer for a set amount of hours every year so students can participate in a real world setting and create learning opportunities outside of the school walls.

Several elective courses offered at RPOS fill the vocational education requirement for graduation. These courses give students insights into what is necessary to get a job, such as a resume, and what is required by employers to maintain and keep a job.

JUSD also has recently hired a new Director of College and Career Readiness to support sites with their implementation of the CTE pathways and outlining clear paths for students to take as they look beyond the diploma. Are students have the opportunity to participate in any of the CTE pathways offered at our sister high schools but we also are focused on working to find a CTE pathway specific to our site that will be relevant to our students desired outcomes. We are looking at creating more opportunities to connect students with the world outside of the school walls and developing more real world activities through the electives we offer. We hope to expand this into guest speakers, field trips and virtual sharing in the advisory classroom as well. With the flexibility that our schedule allows, it opens the door to create more opportunity to be full included in the community and we are working to establish those relationships.

Supporting Evidence:

- JUSD CTE Pathways
- Course syllabi
- Transcripts
- Work experience

C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings

All units within Edgenuity and Odysseyware have extra online content, which support the unit topic and helps make the connection between what is being learned and the real world. Many of the online content assignments include projects and practices that reflect the current world issues and problems that a student might experience. Both programs also offer alternative website and auxiliary materials that help aid a student in completing their real world type of assignments.

Supporting Evidence:

- Online content assignments

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Summary (including comments about the critical learner needs)

Rivercrest Preparatory Online School offers a rigorous online blended learning environment which will give students the tools necessary to be college or career ready in the 21st Century. All students take their core classes on the Edgenuity or Odysseyware online learning platform. Both programs are standards based and allow students to self-pace through the coursework. Teachers can modify curriculum to differentiate for individual students, as well as add projects, and include group work and discussions to increase engagement and broaden the learning experience for all students. The staff create multiple levels of learning with in class instructional support and students gain the ability to become self-directed learners and become in charge of their own future.

Prioritize the areas of strength and growth for Category C.

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

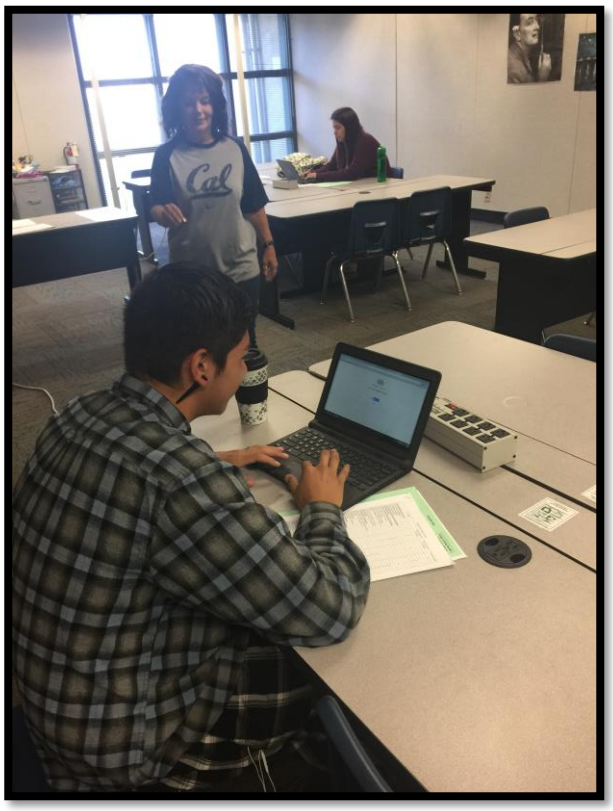
All students have access to a rigorous curriculum that is A-G approved and are highly encouraged to take college ready courses and apply for FASFA and college.
RPOS instructors provide a variety of research based instructional strategies beyond what is offered by the Edgenuity and Odysseyware programs.
The students have increased opportunities for one on one instruction, tutoring, and mentoring.
Students with special needs have access to a rigorous curriculum but can also receive individual modifications as necessary.
The students have a self-paced instruction model.
All teachers are highly qualified in their field and have extensive opportunities for professional development.
Early development of Advisory program to give students opportunities to build relationships with staff and investigate future options and discuss goals

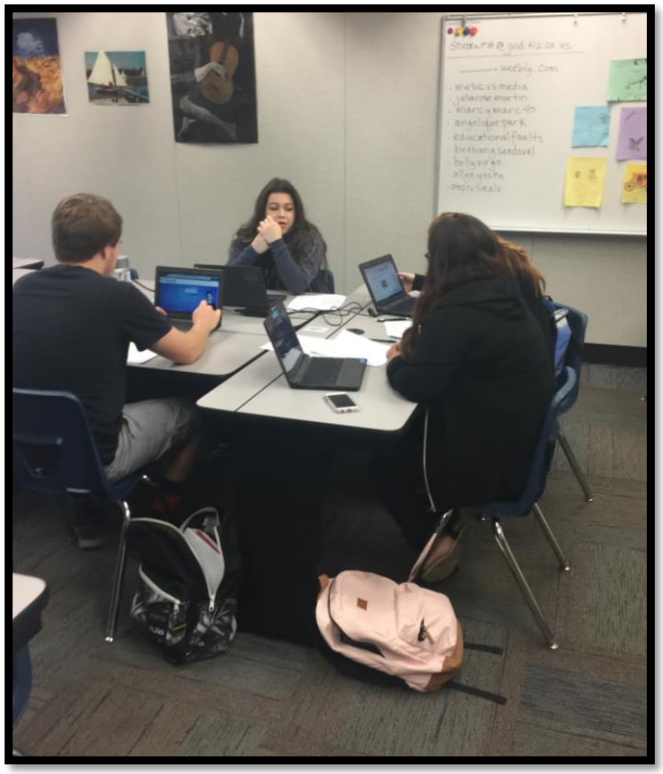
Category C: Standards-based Student Learning: Instruction: Areas of Growth

Increase note scaffolding and course outlines to more subjects.
Increase project based learning including cross curricular projects.

Ensure teachers continue to modify the online courses to incorporate projects, discussions, and labs.
Look at ways to offer re-teaching opportunities when determined necessary within the accelerated time frame.
Create more real world learning connections with the classroom and online content.
Examine way to address the challenge of needing instruction for individual or whole group in an asynchronous learning environment.

Category D





Standards-based Student Learning: Assessment and Accountability

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

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

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

Professionally Acceptable Assessment Process

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings

Rivercrest Preparatory staff looks at National/State data annually at the beginning of the year. This gives an overview of how well the students were reaching/ learning the academic standards the prior year. This helps the teachers plan, modify, and extend the current curriculum to help students develop the necessary tools to be proficient in the academic standards.

The online learning platforms; Edgenuity and Odysseyware, both have built in assessments, quizzes after each lesson and tests at the end of a unit. Teachers continually analyze student progress and mastery of a topic or subject during the course. This allows instructors to re-teach lessons or entire units to individuals or groups as necessary. RPOS has set a mastery level at 70%, if a student fails to reach that 70% expectation the student will not be able to automatically advance in the course. The teacher will then have a discussion about what the student needs to do to move forward in the course. Students may be asked to redo specific lessons, come in for one on one tutoring, watch a power point or video, and/or redo or study their notes before taking that quiz or test again. The goal at Rivercrest is for all students to be proficient in each of the courses they take.

JUSD has begun to work on a strategic system of assessment and review to ensure that students are placed in the correct math course. JUSD has a focus on strengthen math knowledge and math instruction for all students and we have adopted those ideals and are working to ensure we can offer support to all students, in math as well as all other subject areas. With the end of each year, all students in 7th, 8th and 9th grade, are given a math placement test to determine their level of math mastery. With those results, we are working to develop proper course placement to ensure that we are working to build the supports that are needed to strength their math skills. If a student transfers into our school from outside of our district or they were not given the math placement test, we can use the buit in placement tests and programs that are embedded in Odysseyware or Edgenuity to assess students nd then determine their proper placement. Our math teacher also works to with students on their first day in the math course to see their levels and recommends changes or supports, as needed. Rivercrest Preparatory also uses math interventions for students who have fallen behind in their math skills. ALEKS is an online tool used to target any "holes" students have in their math skills and assigns focused tasks to help build the student's math skills.

Due to the nature of the online blended classroom environment students have immediate feedback as to how well they are doing in each course. We also find that one major benefit of our online program, with face to face meetings is that we can assess student learning in almost real time and make adjustments and offer resources and support as quickly as the need develops. Teachers have regular discussions with their advisory students and the students enrolled in their class about grades and completion rates. Edgenuity and Odysseyware have built in communication tools, session logs, assignment calendars, progress reports, and grading that tell both students, parents and teachers if they are making adequate progress in their coursework. Teachers and students can use the messaging program within both online platforms to ask questions, help guide students through an assignment, and give feedback.

Teachers communicate constantly with the students both online and in person since students attend campus on a regular basis, whether that be daily or once a week. If a child is failing to achieve after several reminders and discussions with their teacher, they will refer students to either the Guidance Coordinator or the Mental Health professional or both to try to find out what the student is currently dealing with and how to best accommodate their needs.

Session logs allow teachers to see how much time a student spends at home or at school working on a particular course. In Edgenuity the progress report shows the student's current grade, overall progress, and grade if the student were to stop working at that point in time. Their progress is color coded for completion rates showing red if the student is behind, blue if they are current, and green if the student is ahead. Grades are also color coded red for below a 60%, orange 60%- 69%, yellow 70%-79%, olive green 80%-89%, and bright green 90% and up. This is a clear indication of how the student is progressing in their Edgenuity courses. Although Odysseyware does not have a color coded progress report students can see their current completion percentage as well as their overall grade as a percent score. Both learning platforms give the grades in real time unless there is a project that needs to be graded by the instructor. Teachers can also grade assignments manually, over-ride or modify the computer generated score, add in essays, projects, and notes so student's grades may not be exactly reflected by the online program.

Teacher also use a third party app, Remind or Google, to keep both students and parents up to date on current progress and necessary expectations to help make sure that students stay on track. Students and parents can ask questions, get clarification and communicate directly with the teacher through these methods. Parents can monitor their student by using the parent portal in Edgenuity and Odysseyware where they can see grades, overall and by assignment as well as the session logs for their student. Teachers call, email, text, send remind notices, and send home progress reports regularly to keep parents notified of their student's completion, time working, and grades.

Supporting Evidence:

- Edgenuity and Odysseyware parent portals
- Edgenuity progress report
- Odysseyware reports
- Session logs
- Assignment calendars

- Remind
- Student notes
- Progress reports
- Completion logs
- Project based assessments
- Math placement test results

Monitoring and Reporting Student Progress

D1.2. Prompt: *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings

Teachers and staff at RPOS have access to all student accounts and can see the progress and grades of all students enrolled at Rivercrest. Staff members collaborate and meet frequently to have discussions about overall achievement and individual student's performance. Due to the small nature of the school, the teachers, aides, the Principal and guidance coordinator frequently have both informal and formal meetings to discuss achievement of standards and schoolwide learner outcomes and how to best improve both from a teaching and learning standpoint.

Parents can see their own student's grades and progress via the parent portal on both learning platforms and are regularly notified by text, phone call, email, and progress report. The parents are notified as to their students' achievement on the State CAASPP test through a letter in the mail. School site council meetings are held every other month to discuss the direction of the school, LCAP funding and how to best spend it, student achievement and schoolwide learner outcomes.

Our guidance coordinator works to schedule Parent Seminars throughout the year. These are set up as a time for parents to come to campus and be made aware of our programs, topics that will help them to support their student more and helps to keep an open line of communication with our parents on the things happening at our campus. Parents are encouraged to attend these sessions. If they cannot attend, our campus also is always open to parents to make an appointment with any staff member to discuss their student's progress, successes and struggles. We also work to ensure that parents and students have the most up to date information regarding programs, resources and opportunities listed on our website. We are working to establish our social media presence as well, but when we first started a Twitter account it was not utilized as we would have liked but that was very early in our development as a school and we are looking to revisit that and other models to create another pathway for stakeholders to have the ability to monitor our school and communicate about students and programs.

District representatives visit the school on a monthly basis to visit and discuss learner outcomes with the principal. There is a monthly district wide principals meeting where principals report to the district on a variety of topics including schoolwide learner outcomes, student achievement, and college and career readiness. We also have a staff member as part of the District Instructional Council. These teacher serves as a mouthpiece for our campus to the district representation and to get information to bring back to our campus about the many programs and initiatives that are happening in JUSD.

Supporting Evidence:

- Progress reports
- Q gradebook
- Q Visits
- Parent portal
- State assessment reports
- Parent Seminar calendar/agendas

Monitoring of Student Growth

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings

Rivercrest Preparatory has ensured that the core courses and many of the elective classes offered through Edgenuity and Odysseyware are A-G approved. Every student meets with the guidance coordinator annually to discuss courses that they will need to take to both graduate and be college ready. All courses are aligned with the state common core standards or the next generation science standards as well as JUSD's units of study and essential standards. Every student is required to take 10 units (1 year) of vocational education courses as well as complete a Career Cruising online interest inventory during advisory to help them determine the direction they would be interested in pursuing.

Our core courses build on one another as the student advance from year to year. Student placement is the result of one on one conversations with the students, parents, teachers, guidance coordinator and/or principal. Discussion of placement revolves around prior grades, student goals, and abilities. At times a placement test or pre-assessment may be administered to properly place the student, especially for mathematics courses. All staff have access to Q by Zangle, Student info system, to review past programs and classes and help determining placements. Teachers monitor progress through coursework completion and they use the online grading embedded in the curriculum systems in conjunction with their own grading systems for offline projects to get a true picture of the ability of each student.

All students are encouraged to take rigorous coursework including a minimum of three years in math, three years in lab sciences, as well as advanced courses. Due to our small learning community students have frequent monitoring and access to continual support. This allows students to take more rigorous classes if they so choose without feeling lost or unsupported.

Supporting Evidence:

- Personalized plan for academic achievement
- Independent study class plan
- Class segment plan
- Career Cruising results
- Meeting notes and reports
- Progress reports
- Parent portal
- Q Zangle System

D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings

Teachers determine readiness to advance based upon overall grades, proctored testing, in-class activities, projects, and everyday assignments and quizzes. Students have two attempt to achieve a 70% or higher on quizzes and test and will not be able to proceed in their coursework unless they are proficient. If a student earns less than 70% teachers will check their notes, give one on one tutoring, reassign a lesson or assign an alternative lesson so that the students can master the specific topic. Tests are only taken at school while being monitored by an instructor. Again the same "gate" is in place with a 70% or better proficiency rate. The goal is for students to master each unit of study prior to moving forward in a course. Teachers may assign a real world project in addition to or in lieu of a test for certain courses so teachers can see how students perform on more authentic assignments.

Grading of student work is performed by both the teacher and the computer-based program. Teacher grading allows the teacher to monitor critical understanding and or problem solving on short and long essays and projects, while the computer grading provides feedback on lower level understanding using multiple choice, matching, and true-false types of questioning.

All teachers currently have access to an online monitoring program, Go Guardian, and can see what students are accessing while working on their Chromebooks. Teachers can also message students through Go Guardian, shut down websites on the student's computer, and give teacher's a report on the frequency a student is visiting different websites. JUSD has also given all teachers' access to Turnitin.com, an online tool that checks for plagiarism that teachers can require students to submit their essays through.

Supporting Evidence:

- Grade reports
- Teacher Grade book
- Session logs
- Go Guardian reports
- Progress reports

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Appropriate Assessment Strategies

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings

Students are assessed in several ways. Each lesson in Edgenuity and Odysseyware have lessons with questions embedded, at least one assignment, and a quiz. Most lessons also include either an online content assignment, a journaling activity, a research paper or essay, or a project. Essays and projects have explicit instructions, examples, and/or rubrics attached allowing students a model in which to base their work on. Teachers require notes for each course to help provide students with a way to get information when working through the units and it gives teachers the ability to see student progress when checking notes taken by students.

At the end of every unit a formal test is assigned. Students must earn a 70% or higher on quizzes and tests in order to move on within the unit. If less than a 70% is achieved the teacher will remediate with the student and usually give the student another retake on the test or quiz giving them a chance to show that they have mastered that topic or lesson. Students are allowed to use their notes on both quizzes and tests. All tests must be taken while on campus to allow teacher monitoring and giving the students the ability to ask for clarification while taking the test.

At the end of each course a cumulative exam is given. These assessments allow the teachers to keep track of students' progress, allow re-teaching of skills or topics that students' are not proficient on, and let the teacher see if students have retained the information taught over the course of the year. Students are not allowed their notes on cumulative exams to give teachers a truer picture as to whether the students have learned and retained the standards taught.

The students can see the questions they missed on a quiz. Edgenuity and Odysseyware allow students to retake a quiz if they scored lower than a 70% right away, but the questions are different. Edgenuity also allows a second try on tests with different questions, but they cannot see what was missed on their first attempt. In Odysseyware, a teacher can reassign a second alternative test with different questions than the first.

Students receive feedback right away on multiple choice and true false questions. If there are short answer or essay questions the student must wait for the teacher to grade those questions to see the final results. Teachers can give instantaneous feedback during assessments including specific questions missed so students can go back and review those concepts in real time. With the majority of our students attending on a daily basis in our high school and middle school model, there are many opportunities to work with students and create ways to provide meaningful feedback and follow up. For those student who have an alternative meeting schedule, for example once a week or bi-weekly, they are still required to check in online daily and teachers can use email, text and the online provider to offer feedback and give support.

Supporting Evidence:

- Edgenuity and Odysseyware grading
- Progress reports
- Grading rubrics
- Projects and models
- Student notes

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings

The majority of students' grades are both formative and summative assessments that are generated by the online learning platforms. Teachers often include additional work in the form of projects, essays, lab experiments, and hands on activities to allow students to demonstrate their knowledge of the academic standards in a real world setting. Many of these other activities and projects require online work for research, word processing, graphing, or presentations. By having assessments that are generated by the teacher as well as the online platform ensures that students have access to achieve both the academic standards put forth by the state and the schoolwide learner outcomes developed by the staff at Rivercrest Preparatory.

Supporting Evidence:

- Edgenuity and Odysseyware assessments and assignments
- Teacher generated activities and assignments

Demonstration of Student Achievement

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings

Rivercrest Preparatory has an extremely small staff including only one teacher from each subject, therefore the teachers use their professionalism to ensure students have access to learning the state standards, common core, next generation science standards and the schoolwide learner outcomes. Teachers do attend units of study trainings and professional development given by JUSD for each of their core subjects. The staff has formal monthly meetings where campus wide student achievement and curricular approaches, such as project based learning are discussed. Teachers also continually meet informally with one another to modify and adjust curricular needs and successes of specific students or share new websites, projects, or experiences that may have to do with a group of students or an individual.

Supporting Evidence:

- RPOS staff meetings
- Haiku

Student Feedback

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings

Rivercrest feels student being in charge of their learning and the direction of their future is critical to their overall success and the only way to truly realize the schoolwide learning outcomes. Student dialogue with the staff is imperative to the success of our program and we find that feedback on progress, expectations and specifics on assignments happen on a regular basis through a variety of ways. The guidance coordinator meets with each student, individual and grade level groups sessions, multiple times throughout the year. With all meetings, student progress, expectations and future opportunities are shared with the student. This helps to ensure that students are properly placed in classes and helps the student to remain part of their plan.

RPOS has an open door policy and with the smallness of our campus, the relationships that have been establish between students and staff, makes it possible to have formal and informal conversations regarding planning and future plans on a regular basis. Due to this policy, students feel safe to meet whenever they have a questions, concern or clarification.

Teachers, the guidance coordinator and principal regularly check on student progress through the online system. Teachers have the ability to give feedback on assignments through the online system. Whether it is to answer a question, ask for more depth in an answer or to clarify instructions, the teachers can give any student feedback on a moment's notice.

Lastly with our newly established Advisory period, we have created another area that gives students a safe place for feedback and a vehicle that they can use to get support and ask questions. Students can share their needs with their advisor and solicit feedback on their goals, work in a class or get help on an assignment.

Supporting Evidence:

- Personalize plans
- Guidance Coordinator meeting log
- Advisory work
- Text and emails
- Online program features

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Schoolwide Assessment and Monitoring Process

D3.1. Prompt: *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings

Edgenuity and Odysseyware have a built in parent portal system that allows parents to sign up for email notifications on their child's overall grade, current grade, and session logs. Parents and students are trained at their intake and orientation meeting as to how to read these reports. Parents are also encouraged to contact teachers if they have any questions about their student's progress or grade. Parent/Teacher meetings to discuss progress are welcomed by all Rivercrest staff.

Staff including administrators, guidance coordinator, and teachers have access to Edgenuity and Odessyware's reporting program and monitoring system. Staff can determine students' grades, progress, session logs and how many assignments have been completed during a given log in session. They can also verify how many hours a student has worked on a particular class, last log-in date and time, and if enough time has been given to complete a particular course.

Due to the nature of these programs, parents, students, and staff can easily monitor progress on both formative and summative assessments. Teachers can identify when students are challenged and can implement individual or group interventions quickly when necessary.

The guidance coordinator and principal are easily able to monitor student progress. Teachers will regularly contact the guidance coordinator when a student is not making adequate progress or seems to be struggling with many of the lessons in order to discuss a change of placement or a new course of action for student success.

Supporting Evidence:

- Parent portal
- Progress reports
- Session logs

D3.1. Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

Findings

RPOS administers and proctors all the state mandated tests at the same time as the rest of the JUSD students. The administration sets the calendar dates for the test and students are required to attend those testing days and times. The results are then reported by the state to the district that then disseminates the results to parents and the community by the District office. These are also reviewed by staff each year and throughout the year to determine proper content and proper student placement based on student levels.

Supporting Evidence:

- JUSD test reporting
- Letters/Mailers and Flyers to parents

Curriculum-Embedded Assessments

D3.2. Prompt: *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings

With the majority of our curriculum delivered in an online format and being independent in nature, student must be able to develop strong reading comprehension skills to be able to complete the tasks outlined. We have seen that with the embedded assessments that are created by the online companies. Teachers work with those and see that students are succeeding in the reading comprehension areas but that we still need to address the critical thinking and writing skills that imperative for future success. Rivercrest staff also use offline assessments to ensure that students are successful with the content. These are formal and informally analyzed every time a student takes a quiz or a test in the online system. Due to the quickness of results, we can get a true picture of our student's progress and make changes and offer support in a much quicker timeframe than the traditional classroom. Teachers work to modify assignments, review curriculum, creating tutoring opportunities and develop resources as they see the data from the online assessments and this leads to the ability to create more ways to get students to work with the material successfully.

What we have found with the online assessments as well as with analyzing the results of the CAASPP testing and with the CAHSEE, prior to it no longer being administered, that our students are typically successful with reading comprehension. However, we still know that our students need more support in their critical thinking skills, writing and math. The review of data has help us to target needs for specific groups within our school. We have added additional supports in terms of our Independent study aides that can help with tutoring in the learning lab for those students needing more support. Within the online programs, we can modify and add layered supports, for example close captions or reading capabilities of program, to give students who struggle additional support and access to the curriculum.

Additionally, teachers and staff receive additional training in assessment CAASPP system teaching resources, EL strategies and CELDT administration at the beginning of each school year and then periodically throughout the school year.

Supporting Evidence:

- CAASPP results
- Edgenuity and Odysseyware assessment results
- CELDT results
- Teacher developed projects
- Independent study aide schedules

Schoolwide Modifications Based on Assessment Results

D3.3. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings

Rivercrest Preparatory Online School is unique in that we have the ability to make changes to the school program, curriculum, and course work as necessary based upon assessment results. Changes to the master schedule can be made easily when it is apparent that students are in need of a class or a specific course that may not be currently scheduled. There is no need to wait until the end of a grading period, semester or school year to make changes.

RPOS is very small so modifications can be made to the curriculum or coursework on an individual basis. Teachers take advantage of many professional development opportunities, both within the district and on their own through webinars to explore the curriculum, create supplemental materials and resources, and explore different learning platforms to help support student success.

At the end of every six week grading period teachers take a hard look at the courses developed by Edgenuity and Odysseyware and take the time to alter the coursework by modifying the online curriculum or adding alternative assignments. We are continually trying to improve instruction and increase student success without removing the rigor built into these learning platforms.

Student performance in the online courses continually drive changes being made to the school program and what the school day looks like. Course offerings, supplemental materials, instruction practices, flipped and blended classes, project based learning and school structure are all topics of both formal and informal conversations at RPOS.

Supporting Evidence:

- Staff meeting notes

- Master schedule
- Guidance coordinator student notes
- Modifications to Edgenuity and Odysseyware coursework
- Haiku

D3.4. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings

Rivercrest Preparatory implements academic and career-readiness programs to ensure students are meeting all requirements to become college and/or career ready. Through Edgenuity and Odysseyware, students are enrolled in curriculum that will help them meet all graduation requirements. Almost all courses are A-G approved and a vocational component is also required for graduation to help ensure students are both college and career ready. Foundational courses are also offered if students are not ready for the rigor of a college level course. If as student is struggling academically RPOS has several interventions such as; one on one tutoring from a teacher or an aide, student peer tutoring, and online resources such as Khan Academy that is recommended by the teacher. Extended time may be given if a student has shown dedication to the course but has had extenuating circumstances that have prohibited them from completing on time such as family emergencies, special education or 504 modifications, or extended illness. If these interventions do not work, students can retake courses under credit recovery or delay a course until they are ready to complete it.

Students meet daily with their advisory teacher by grade and discuss careers, online safety and digital footprint, college application processes and FASFA information. Students are taught how to read their transcript so they have a better understanding of the graduation and college requirements. Students know their current credit count and how many they need to graduate by analyzing their transcript. At the beginning of each year the guidance coordinator meets with each student individually to discuss their current credits, courses completed, courses needed to graduate and what their career path may be. Students are also welcome to arrange a formal meeting with the guidance coordinator or can just drop by if she is not busy if they have a question regarding their scheduling.

The staff holds both formal and informal meetings to discuss student progress and school wide progress as well as intervention strategies. A guidance coordinator is on campus daily to discuss progress and intervention strategies with students, teachers, and parents. The guidance coordinator also holds parent seminars several times during the year to help inform families of ongoing strategies for career and college success. RPOS also has a part time mental health therapist to help students who are having emotional difficulties or need mental health interventions.

Rivercrest Preparatory policies are located in the student handbook each student receives at the beginning of the school year or upon their first day of enrollment. The handbook outlines JUSD graduation requirements, college requirements, district policies including academic integrity and attendance policies, and offers several ideas of how to be a successful online student.

Supporting Evidence:

- JUSD course guides
- Student Handbooks
- Guidance coordinator notes

D3.5. Prompt: *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings

Tests and final exams are blocked on both Odysseyware and Edgenuity until a teacher unlocks the assessment. Students are required to be on campus and with a teacher before the assessment is unlocked, this ensures the student is being monitored while formally testing. Teachers also currently have access to the district chromebook monitoring software, Go Guardian. This permits teachers to see what all students are doing on their computers, including what websites they are accessing. Teachers can then ensure students are not on other websites while testing online.

Teachers also work to maintain the integrity of curriculum and assessment with the frequent in class monitoring of students. With the daily, bi-weekly or weekly appointment times, students are required to check in with staff and that gives staff the opportunity to review, reassign, and reassess any quizzes, tests or assignments that may be in question. Teachers also monitor student progress and determine student accountability with small group and one on one meetings to review material and content. Lastly, teachers require notes to be taken and this aids in giving the teachers a look at the movement of the student through the class.

All teachers are trained as a proctor prior to any state testing, and they must sign the affidavit affirming that they have been trained and will follow the guidelines as a state testing proctor. Paper based state tests are kept locked in the principal's office until the day of testing when the teacher picks up the booklets and answer documents. All testing, course and state, are done in the classrooms. Most of the tests are standardized multiple-choice tests that must be completed within a reasonable amount of time before the student is involuntarily logged out as a security feature. Students can be logged back in immediately, however once the student is finished and ready to press complete on the screen, then that ends the test session and the test is immediately scored. Students are asked to turn their phones off, put them in their backpacks or purses and place that in the front of the classroom until their testing session is complete. RPOS follows all state mandated testing protocols to be sure that the security and integrity of assessments remains in place throughout the testing window.

Supporting Evidence:

- Locked assessments
- Computer test scores
- Teacher affidavit
- GoGuardian software controls on computer
- District monitored filter system

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths, and Growth Needs

Summary (including comments about the critical learner needs)

Rivercrest has a strong ability to assess their students and keep them aware and accountable for their own learning. Through the use of the online monitoring software, ongoing checks to determine progress, clearly outlined expectations, we are working to create a system of assessments that makes it very clear for students, parents and teachers about the progress in their coursework. Students are given both formative and summative assessments and the teachers can use these results to quickly get a picture of student learning. Assessments are created by the online system as well as off line projects created by Rivercrest staff, to hold students accountable for their learning. Teachers have the ability to accept, reject, or modify any assessment with the online system in order to create a true picture of the student's successes and struggles.

Staff also review the results from the state assessments and students CELDT tests to determine focus areas and with the personalized nature of our program, we are able to offer extra support, modify units and assignments and create alterative completion models based on the evaluation of assessments. Teachers are able to monitor growth and progress on a daily basis and can make adjustments almost immediately when the need is present.

Prioritize the areas of strength and growth for Category D.

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

Teachers have a strong system of both formal and informal ways to evaluate student learning and to help aid in decision making.
Clear grading procedures and practices are in place and can be easily communicated with all stakeholders.
Quick feedback for students and teachers with the online grading of assignments, assessments.
District filter and monitor system in place to ensure a secure internet browser for assessments.

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

Make data from State tests more accessible to students and parents when meeting with teacher or guidance coordinator.

Create more authentic and relevant project based assessments to assess student learning off line.
Work to hold more students accountable with their on-time completion and daily online work to ensure an even higher percentage of student success.
Determine more ways to support our population when they are struggling with content due to the independent nature of program.
The improvement in our standardized test scores, especially in critical thinking and writing and math.

Category E

School Culture and Support for Student and Personal and Academic Growth

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

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

Regular Parent Involvement

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings

Both of our online curriculum programs, Edgenuity and Odysseyware, have a component to allow parents to actively monitor their child's engagement with the coursework. Parents are made aware of this at registration, Back to School Night, and at various points when they speak with teachers, administration or the guidance coordinator.

Parents are invited to join School Site Council. Also, the district offers several ways for parents to get involved including ELAC, GATE, and other committees.

Here at Rivercrest, we have created a small parent center with informational brochures and computers for parent use. On our school's website there are links to various topics of interest to parents including how to take advantage of lowcost Microsoft Office and Wi-Fi.

We have a 504 coordinator on campus for students with needs that fit into those parameters. We are also able to help parents with students who are Special Ed by having a teacher from the nearby campus serve as our Special Ed case carrier. During the intake meeting, students who initially display behaviors or recount experiences that are hampering their education are assessed for how we can address those needs. Further referrals are given as needed. Extensive resources for a wide variety of needs are available through the district which has created a position to specifically deal with these issues.

Supporting Evidence:

- Parent Night sign in sheets
- PowerPoint presentations
- IEPs/504s
- SSC minutes

Use of Community Resources

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings

RPOS students are able to take advantage of college and career information through our campus neighbor, Jurupa Valley High School's Career Center. They are also able to go on field trips to local colleges such as Riverside Community College. Our GC works with inform students of their opportunities and deadline to help create outreach situations. Our goal through the advisory program is to use this time to bring in info on community resources and opportunities as they come available. We also have community links on our website to give students and parents easy access to programs and resources to support the development of the full student.

This year, in October, the district sponsored a district wide push for College and Career information. At RPOS, we tailored our presentations by grade level and included such things as Career Cruising and resume building. Students have access to a website provided through the district with much relevant information about colleges and various careers.

JUSD also has a strong community support organization with programs established throughout district Director of Parent Involvement and Community Outreach. All students are given information, support and direction as needed through the resources and programs that are extended to all JUSD families. Student and parents can receive clothes, food and medical referrals through the work of his office. Flyers are posted in our office and new programs and partnerships are highlighted on our website.

Supporting Evidence:

- College & Career Flyer
- College & Career Day information
- Career Cruising
- JUSD Resources from Parent Involvement and Community Outreach Director
- Advisory
- Rivercrest website

E2. School Environment Criterion

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

Safe, Clean, and Orderly Environment

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings

Students and parents/guardians are given an overview of district rules and policies at registration. Teachers help students right from the first day get oriented to online learning in both of our primary programs, Edgenuity and Odysseyware. New students may be assigned to an Orientation to Online Learning course depending on their level of experience, to get them acclimated to a different style of learning that what they have been used to in a traditional setting. We are working to make this class a purely virtual course that can be taken at any time when a student enters. We found that students who enter after the start of a segment have more difficulty taking the class because it is not always offered. We are attempting to find a more convenient way to ensure that student have it and are able to take it when entering our program.

All students participate in cybersecurity lessons through their advisory class. These are given primarily at the beginning of the year, but are touched upon throughout the year.

Custodians help maintain the cleanliness and orderliness of our campus. Also, because we are a small school, we are able to monitor our students closely and have had very few problems with vandalism or trash. Our lab aide monitors students at lunch and sees that everything is picked up. All staff enforces the JUSD dress code and give students clear expectations for classroom behavior. Discipline is not really an issue at RPOS.

The principal prioritizes student safety and all staff make a concerted effort to ensure that all students feel comfortable here on campus so they can concentrate on their education. A schoolwide emergency disaster drills at different times throughout the year. This ensures that all students are aware of the safety procedures in case of a fire, lockdown situations, or an earthquake. The safety plan is updated yearly and the campus is stocked with a first aid kits are stocked and at least one school site representative is trained in first aid/CPR.

Supporting Evidence:

- Classroom policies posted
- Staff meeting minutes
- Registration packets
- Student planner

High Expectations/Concern for Students

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

We work with students primarily one-on-one to create a challenging course of study for each student. Teachers and students come to know each other well. The classified staff is well known to the students also.

It is hard for students to hide in a corner here at RPOS and we let each student know we care about them and their education. We have students who come to us for a variety of reasons, but many are here because they did not feel comfortable or safe on a larger, more traditional campus. As our school and student cliental has evolved, our campus has become a place for student with a variety of emotional and social concerns.

We have embraced this idea and celebrate the individuality and uniqueness of each our students. Regardless of the reason that they come to our campus, it is our responsibility to give them a safe environment and to set high expectations for their learning. We realize that each come from a different background and a unique set of experiences, but we look at each student where they are and commitment to meeting them there to help guide them FORWARD on their path. As a staff, we are much attuned to that and make sure that we treat each and every student with dignity and respect and we require the same respect from all of our students. Our student and parent survey echo this feeling of caring and the fact that we have a positive relationship due to our small school size and unique student population. A huge focus for us is the belief that without a positive relationship between the student and the school atmosphere, the likelihood of success is small. We see it as our job to foster positive interactions and create a comfortable but challenging learning environment for all students.

The school's master schedule reflects student needs. We have listened to our students and changed our original model to be more accessible for a greater number of students. The smaller classroom, more personalized learning and one on one attention has helped to develop a positive learning environment.

Supporting Evidence:

- PBIS incentives
- Master Schedule
- Certificates
- Student of the Week/Month recognition
- Student Award recoginition
- Student and parent survey

Atmosphere of Trust, Respect, and Professionalism

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings

In our small environment is a culture of mutual trust and respect that is the foundation of all we do and the basis of our success. We fill a need for certain students and they are grateful that we are here for them. Parents and students have verbalized how much they appreciate the Rivercrest program.

Our classrooms offer a smaller setting where students can get one-on-one help whenever needed. Outside of school hours, teachers are often available by text and email. This setting allows teachers and staff to build relationships with students and their families so that together we can help the student be successful. All staff have an open door policy so that students feel comfortable asking for help and parents can make appointments at any time to discuss student progress, expectations or concerns with any Rivercrest staff member.

For those students who have concerns that may need more professional support, our guidance coordinator is trained to deal with many social and emotional needs. We also have a mental health provider that comes to campus on a bi-weekly basis to meet with students to ensure they are getting the support that is needed. We see a significant number of students who come to us with a lost of trust in the educational system and we are working rebuild that trust and offer supports to help make students comfortable again and ready to learn. There is always someone available for students when the need is present.

Supporting Evidence:

- Notes from parents
- Student and parent survey results
- Email and text strands
- Mental health counselor support list

E3. Personal and Academic Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Adequate Personalized Support

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings

Through analysis of student needs, we determined that many of our students could benefit from mental health supports. We have been able to engage the part time services of a mental health counselor who comes once a week to meet with students. A volunteer group, Cup of Happy, has been coming to our campus periodically for two years. Cup of Happy is a community partnership with Operation SafeHouse. They work to bring mentors on campus and work to take away the stigma that resides with mental health issues. They come on campus as a positive influence to share with students and to explain their own struggles, offer guidance and just be part of our campus to give students another way to work through problems they may have.

The guidance coordinator and the principal are able to refer students to other services offered through the district which includes health services. They also offer students access to career, academic and personal counseling as needed.

Supporting Evidence:

- Guidance records
- Mental health counselor support list
- Cup of Happy information

E3.1. Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings

Each year since we have opened, students begin their journey with a personalized meeting with either the principal or guidance coordinator. This helps to outline the program and the expectations of working in an online environment. Within this meeting, we are able to discuss all avenues of the program and the GC or principal can review the student transcript, see where the student needs the most support and create the personalize learning plan that best suits the student. Once enrolled, the student is given an overview of the online programs that will be used by either one of the teachers or the Rivercrest support staff. Many of our

students are enrolled in an Orientation to Online Learning class which includes college preparation support and tips to be successful in the online environment. Even if a student does not take the orientation class, students are given ongoing, hands-on support to ensure they are aware of the online expectations and the differences that arise from learning in an online environment.

With our flexible schedule and open door policy, there is ample time within the school day for students to meet with the guidance coordinator or with teachers.

Supporting Evidence:

- Class schedule
- Graduation checks
- Course syllabi
- Personalized learning plan
- Online course completion

Support and Intervention Strategies Used for Student Growth/Development

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings

Small class sizes and a calm atmosphere enable students to find success here at RPOS that may have eluded them at the larger high school. Teachers have the ability to customize a student's learning program to best help them achieve to their potential. Both of our online programs provide rigorous instruction and are aligned with state standards, but on occasion a student may be struggling in one program and we have the ability to switch them to the other so they can work through the material at a better pace.

We have a two independent study learning lab assistants who functions as a tutors in core areas. Students can come to the learning lab anytime from 7:30-3:00 pm to get support and have a quiet place to work, if they are not working in the classroom. The learning lab aides are available throughout the day and teachers have an open door, whereas if a student is working and has a questions, even if they are not scheduled in the classroom, they are welcome to go and ask questions or get clarification.

Teachers have the option of including project-based assessments into the courses to offer the students an alternative way of showing what they have learned. With the smallness of the campus, there is the ability for staff members to collaborate both formally and informally to create supports and learning opportunities to enrich the curriculum. As the need arises, parent and student meetings can be called to review and implement support systems and interventions that might be determined as necessary for student success.

Supporting Evidence:

- Guidance office records

- Class enrollment
- Learning lab sign in and sign out sheets

E3.2. Additional Online Instruction Prompt: Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.

Findings

The majority of the students who enter RPOS at the beginning of the school year are given Orientation to Online Learning which introduces them to both online programs. If a student enters RPOS at another point during the year, guidance staff or administration introduces them to the campus and the program, and then individual teachers work with the student to ensure they are comfortable with the program. An orientation video is required in Edgenuity and Odysseyware for all new students. We are looking at ways to create this course as a purely virtual course so that it can be taken any time when they enter our program.

Teachers have the ability to confer about student success or needs on a regular basis. In addition, the Edgenuity and Odysseyware programs allow all site teachers to view any students' progress and grades. Therefore, intervention strategies can be worked out in a timely manner.

Supporting Evidence:

- Master schedule
- Orientation to Online Learning Syllabus
- Edgenuity and Odysseyware programs

Support Services – Interventions and Student Learning

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings

Student success and struggles are seen and addresses as soon as they arrive on the Rivercrest campus. With our open door policy and the collaborative nature of our staff, we are able to address student issues almost in real time. The staff is made aware of student needs when they arise and they work to support and monitor those students, adding additional supports when the need is determined. Teachers, the guidance coordinator and the principal talk constantly regarding students and student need. There are many formal conversations but even more informal classroom conversations or office meetings in the staff room when

we see that a student is in need of help or support. Teachers then make modifications, add support resources and create offline interventions and projects to address issues students may have.

Supporting Evidence:

- Student progress reports
- Formal and informal meetings
- Personalized learning plans
- Guidance coordinators meeting log

E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings

With the implementation of the JUSD 1:1 Chromebook program, all students now have access to the content and there are no longer barriers for students to attend Rivercrest. When we first opened, there was still some issues with students who may want to attend the school but that did not have computers at home to be able to do their work. During that time, we had a computer lab for student use throughout the day but that still creates some barriers for some students. However, now with the fact that all students grade 2-12 are issued a Chromebook for their 24/7 use, we see that we have opened up the pathway to allow more students who may be interested be able to attend. We do still have laptops on campus for those students who have issue with their Chromebooks or forget them when on campus.

All students are given the same access to Edgenuity and Odysseyware for their course work. Depending on the program that the student enrolls in; either once a week IS or daily IS, students are analyzed based on their ability and a program is crafted to give them the best opportunity for success. Teachers also create projects, interventions and supports when the needs arise in order to provide a learning environment that is best for them.

We also include resources and information on the Rivercrest website, JUSD website and sent home via the student that outline the areas in the community that offer free Wi-Fi and programs that offer inexpensive Wi-Fi so parents and students are given every opportunity to get full usage out of their 1:1 device. If Wi-Fi is an issue, our learning lab is open from 7:30-3:00 every day to give students a quiet place to study and access their curriculum.

Supporting Evidence:

- 1:1 JUSD Digital Gateway program
- Wi-Fi handouts and web resources
- On campus computer/laptops

Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Prompt: *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings

Students are assigned classes based on their needs, either for core classes or electives, not demographics. For electives, they are given a wide choice of subjects in Odysseyware to pursue based on their interests. Rivercrest is a school of choice and with each intake/enrollment meeting a plan is developed based on the individual students needs and desires. Student progress is then monitored and reviewed with each segment and the students are appropriately challenged and supported with each course they take.

All students are treated equally and are offered any course that is taught on our campus. Every student can take any class they are prepared to take. We have several students trying to graduate early and who take senior level classes during their junior year. Teachers use a variety of methods to assess students and based on those assessments often make modifications to support the student. Tutoring, online resources, one on one review sessions and off line projects are offered to every student to give them all the needed guidance and support throughout the curriculum. The master schedule is reviewed and changes are made to accommodate student needs, create opportunities for advancement or remediation and to give all students an equal access to course work for their individual success.

Extended time in math is offered to students who are struggling. The math teacher works with students one-on-one to help them understand the material. Our lab aide is also available for tutoring for three hours daily. If a student is ill or has another valid excuse for not completely a course on time, additional days can be worked out between the teacher, student and guidance coordinator.

Lastly, we work in conjunction with our sister high schools to ensure that all of our students have equal access to the programs and summer school options that are being offered. With our concurrent enrollment agreement, students can work on their work with us and then continue their progress or take additional courses for advancement or remediation on their home campus as well.

Supporting evidence:

- Master schedule
- Student schedules
- Math support class

Co-Curricular Activities

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide*

learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.

Findings

Rivercrest students have the ability to take sports, choir, theater, other electives not offered at RPOS, and AP courses at the other district comprehensive high schools. We have an open door policy with our three traditional high schools in the district to give students the opportunity to participate in a variety of clubs and classes that may not be offered at our campus. We have found that many of our students want to just focus on their school work but a handful enjoy the luxury of being able to do work with us while still have a social life and a connection to their friends at their home school. Students are able to participate in theater, band or choir at their home school, getting the benefits of connection with students as well as working on their online course work. Besides band, choir or theater, which is where the largest number of our students are likely to participate, we have a multi-school agreement with California Interscholastic Federation [CIF], thus awarding our kids who are interesting in participating in high school athletics, they have the ability to play. With our current size, we do not have our programs and this time and we are working on getting our courses cleared for NCAA approval, but with this shared agreement and concurrent relationships, our students have the benefits that are offered by both sites.

Due to our flexible schedule and shortened school day, many students also take part in extracurricular activities that are not associated with one of our school sites. Boy or girl scouts, church programs, volunteer opportunities and athletics have all been areas that our students work with outside of the school day.

We also have a strong relationship with Jurupa Valley High School and the programs that they offer. Because we share a campus, it is very easy for our students to participate in programs and experiences that are being held at their campus.

JVHS has been incredibly welcoming and open to inviting our students to attend field trips, participate in activities and working to create a strong bond between the two schools. The library staff and the College and Career center have been welcoming to our students. With checking out books or allowing students to work in their off time, the library has become an important piece of our campus, since we do not have a physical library of our own. The College and Career center work diligently on setting up experiences for their students; field trips, guest speakers, and guidance, and through all these experiences, they have welcomed any Rivercrest student with open arms. This has helped to give our students another place to turn for guidance and direction when planning their post-graduation plans. Lastly, the senior class advisor has always been willing to work with our 12th graders to ensure that Rivercrest students have an opportunity to participate in many of the activities that are associated with graduation. Due to our size, we do not have a contract with Disneyland, therefore we do not provide our students with a Grad night, but the 12th grade advisor at JVHS has worked to ensure that we can offer students to our tickets to those who may want to attend so that they have the ability to be part of those end of the year events.

Students are usually limited to taking only two classes on the traditional campus if they are fully enrolled on our campus. Due to the accelerated nature of the program and the expectations of working at least 4-6 hours a day online with our course curriculum, to also add more traditional work to their schedule can be overwhelming for some. However, for others, this has been a welcome way to have the best of both worlds. With this, these students keep a close connection to their home school and build a relationship with our

campus as well. We have students who want to work with the band and with choir and this agreement gives them the ability to stay part of those programs while being able to learn in a different environment.

Supporting Evidence:

- CIF multi-school agreement
- Students participating in Fine arts programs
- Students enrolled in concurrent enrollment classes

E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings

The high school and middle school schedule that all students attend class during a certain period each day. There is a common 30-minute lunch period where students can also socialize. RPOS offers yearbook and journalism as additional opportunities for students to socialize with each other.

For three years we had an Anime Club that was a popular venue for students to meet each other and to socialize. This year that club is defunct since most of the students who were really into Anime have graduated. However, teachers are willing to sponsor any club that students express an interest in creating. Our Friday schedule has club times built in.

We have found that most of our current students are often occupied with off campus activities- jobs, volunteering, church or they are concurrently in a program at their home high school- choir, band or theater, that it takes their time. Therefore, we do not have a large number of our programs and clubs for our students. However, without specific clubs and activities, we still have found that our students feel connected to our campus and many feel that just being a Rivercrest student makes them part of an exclusive group.

Supporting Evidence:

- Class schedules
- Club meeting minutes
- The River Current
- Yearbook
- The Anime Club

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths, and Growth Needs

Summary (including comments about the critical learner needs)

Rivercrest has a unique school culture and all students and staff feel welcome and safe when on campus. Many of our students came to us because of a negative school culture experience and we feel that it is our job to ensure that they feel comfortable again and are able to return to having an ability to learn. With the smallness of the campus and relationships that we have developed, student begin to feel safe and connected again, which leads to increased student success. The inviting school culture and caring attitude fosters student growth and learning. Although student many still be failing some courses at times, for many just showing up and being present and working on course work is a stipe in a direction they hadn't been going before attending Rivercrest.

While not having the ability to provide all of the usual activities of a traditional, comprehensive high school, our students never the less express a feeling of community and inclusion when part of our campus. We feel strongly that, "Rivercrest- We Are Different" is a perfect way to explain our campus to those who are wondering about our school. This idea is exemplified in our school perfectly. Whether be it our school culture, our instruction or our curriculum, we pride ourselves in giving students an alternative to the traditional model of learning. We embrass our smallness and uniqueness of our campus and we feel confident that we are providing an environment that works to not only develop a student's academic needs, but also provides both safe and substantial support to help them succeed with their social, emotional and academic needs.

Prioritize the areas of strength and growth for Category E.

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

Involved and invested staff who care about student well-being.
Flexibility in the scheduling to support students.
Little to no discipline problems on campus.
Open door policy to allow for conversations regarding student need.
Highly individualize model of instruction.
Rigorous curriculum but support and modifications when needed.
Small learning environment allows for staff to truly connect and foster relationships.
Concurrent agreement with traditional campus' allows students a large number of opportunities to

participate in campus activities.
Open and effective communication between guardians/students/teacher, in-person, via telephone, email, etc.

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

Provide more on campus enrichment activities for students.
Create a more formal schedule and clarity on activities happening at the concurrent campus to build more participation.
Look for flexible scheduling options to get more student and parent involvement.
Monitor student attendance and create more incentives to working online and attending activities and classes physically.
Strengthen and refine systems of student intervention and retention.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- We understand that many of our students do not feel ready to enter into a 4-year university directly out of high school, however, regardless of their emotional feeling, we are determined to help them prepare with higher level courses and know that by completing a rigorous A-G schedule helps students to develop critical thinking, reading and writing skills that are useful in any area of extended education or work world when they graduate.

- In order to increase our students critical thinking skills and successful course completion, in all subject, we need to improve our support for all students. With see a need to development more project based assessments, more focused attention on curriculum needs and increased supports with tutoring and small group instruction to create more opportunities for students to dig deep and think more critically.
- Realizing that working in an online world is a major shift for teachers, students and parents. With that in mind, we need to determine more ways to hold students more accountable for working when not physically on campus. We have seen that making such a significant paradigm shift of having students learn outside the school walls is difficult and we need to determine more ways to get students to be held accountable for their learning.

- Continue to offer and support students providing them with extra-curricular and co-curricular activities. Students need to feel a connection to their school to ensure success in their academics as well as their personal growth as teenagers. We need to continue to offer ways for students to participate in a variety of activities to help create a well-rounded student.

- Parent and student engagement and participation is imperative to build a successful support system for student success. With regards to reviewing of data, having an awareness of the expectations for success and to being an active participant in the decision making process, we need to find more ways to include and support our parent and students. We need to expand our opportunities for stakeholder interactions, feedback and review of data.

Chapter V

Schoolwide Action Plans

Chapter V: Schoolwide Action Plan

Throughout this self-study process, we have done a lot of deep searching and reviewing of our current programs, student needs and current expectations. The two fundamental questions that we continue to ask are, (1) What do we want for our students? and (2) What do our students need? and through the asking of these, we have been able to develop out Schoolwide Learner expectations that we feel help our students to move FORWARD in to their future. We believe that with each interaction with students on campus, we are working to help our student realize their potential to, "Move FORWARD to Lead and Learn in the 21st century."

With an ongoing desire to ensure that there is continuity in all areas of our school; from the Schoolwide Learner expectations, the Single Plan for Student Achievement, the District and site based LCAP plans and with our action plans for our WASC report, we know that with a focused attention on the three large scale goal areas, we will be able to create a successful learning environment for all students.

Schoolwide Learner Outcomes:

- **F**ortitude to carry through academic studies
- **O**rganization of time and materials
- **R**espect for each other
- **W**isdom we hope to gain
- **A**chievement of academic and personal goals
- **R**esponsibility to work and learn independently
- **D**edication to excellence and learning.

Schoolwide Goal Areas:

1. Preparing all students to be college and career ready
2. Create an inviting, safe, orderly and engaging learning environment for all students.
3. Develop and sustain the trust and involvement of all parents in the learning and success of their students.

By using these Schoolwide Learner Outcomes and Schoolwide Goals, we have outlined our Critical Areas of Need that will work in conjunction with each of these to ensure that we have a common vision and direction and a strong blueprint to help build more student support and success.

Critical Areas of Need:

1. To increase on time successful course completion and understanding, with specific focus on math and English.
   1.1. Through the development of supports, outlining of programs, proper placement for all students and a focus on foundational development, we look to increase our students' understanding and retention in all math levels.
   1.2. To continue to support and develop student writing and critical thinking skill in English and other core subjects.

2. Create a clear pathway and direction for students be prepared for College and Career post-graduation.
   2.1. To increase the number of students taking A-G courses for preparation of future educational opportunities.
   2.2. To develop a strong CTE program and pathway on our campus that will help students see the importance and relevance to their high school work and their future career.
   2.3. Reviewing all of the CTE programs that are on the traditional campuses, and working to find a pathway that is right for our students and that will help them to realize their future goals and be prepared for their future.

3. Develop more opportunities for students and parents to participate and engage with our program.
   3.1. Establish a wider variety of ways to communicate with students and parents.
   3.2. Offer more opportunities for parents to share and interact with staff and their students.

RIVERCREST SCHOOLWIDE ACTION PLANS

Schoolwide Goal

Preparing all students to be college and career ready

Schoolwide Goal

Create an inviting, safe, orderly and engaging learning environment for all students.

Critical Learner Need #1

1. To increase on time successful course completion and understanding, with specific focus on math and English.
   1.1. Through the development of supports; outlining of programs, proper placement for all students and a focus on foundational development, we look to increase our students' understanding and retention in all math levels.
   1.2. To continue to support and develop student writing and critical thinking skill in English and other core subjects.

Data

- Students needing additional time for course completion
- D/F data
- Number of students needing remedial/foundation or tutorial course for support
- Student assessment scores
- CAASPP and other district assessment scores
- Students completing A-G schedule and graduating with JUSD Merit Diploma

Strategy #1	Link to Schoolwide Learner Expectations	Specific Tasks/Actions	Responsible Person(s)	Resources Needed	Ways of Assessing Goal	Outcomes
Through the development of supports; outlining of programs, proper placement for all students and a focus on foundational development, we look to increase our students' understanding and retention in all math levels.	**Fortitude:** Students will demonstrate the ability to carry through on all aspects of academic studies. **Achievement:** Students will demonstrate the ability to work at an accelerated pace with curriculum material.	• Review all student's current placements in math • All incoming students assessed in Math for placement levels and purposes • Develop formal intervention course for Friday for students struggling • Develop a formal tutorial program with Khan Academy • Determine best way to target students: create lists of high need students based on CAASPP and/or assessment tests and review grade and past placement history to determine best future placement • Teachers develop a formal form for student review of progress/SST • Use current Edgenuity MyPath program for	Principal Guidance Coordinator Teachers Students	• Placement tests from District • ALEKS subscriptions for Math • Continued subscriptions of MyPath in Edgenuity • Develop master schedule to reflect more direct instruction time for like groups of students • PD for teachers on intervention strategies • Collaboration time for teachers to develop and assess students within the first 3 weeks of segment to determine those needed more support or change	• Less number of students need additional time after the 6 week segments timeframe • More students passing courses with C or higher • Review of meeting notes from collaborative teacher meeting time	• Increased student achievement in courses • More students completing math • Students successfully completing the JUSD three-year math requirement • Increased course competition within given segment

		intervention in math and ELA as way to fill gaps in student learning • Create more direct-instruction lab/Friday time for students to gain more support in coursework • Develop Advisory curriculum dealing with Growth mindset and outline expectations of that belief with staff and students • Using Building Better Brains ideas to support student learning and progress • Use elements of Balanced Math program to create oppourtunities for students to strength math knowledge		in schedule • Review and training in Growth Mindset and Building Better Brains		
Strategy #2	**Link to Schoolwide Learner Expectations**	**Specific Tasks/Actions**	**Responsible Person(s)**	**Resources Needed**	**Ways of Assessing Goal**	**Outcomes**
To continue to support and develop student writing and critical thinking skill in English and other core subjects.	**Wisdom:** Students will use critical thinking skills to see wisdom, apply skills, make	• Research project based learning development • All incoming students assessed in ELA for placement levels and	Principal Teachers Students	• PD on project based learning activities • READ 180 subscriptions for	• More writing projects assigned and completed in online system • Offline projects developed to	• Student success in completion of classes with a C or higher • Developed projects, mutually graded and with common writing

	thoughtful decisions to solve problems beyond the rote level of basic understanding **Dedication:** Students will dedicate their time to completing their assignments and meeting course work expectations	purposes • Use current Edgenuity MyPath program for intervention in ELA as way to fill gaps in student learning • Collaboration between ELA/Social Studies, Science and math teachers to create and implement common writing projects and set common expectations across disciplines • Review current lesson design practices and investigate and work with collaborative lesson design programs and more inclusive lesson design [Explicit Direct Instruction] • Create formal Advisory curriculum that outlines the need to improve student attitude and sense of responsibility toward performing their best in their course work • Develop cumulative, end of year project/portfolio to document examples of writing throughout the year and create a forum for		testing ELA • Increased writing activities; developed by staff or outside curriculum companies that emphasis critical thinking • Training on implementing writing in all subject areas • Collaboration time for teachers to develop common projects and work to grade • PD on cross curricular teaching and lesson design	include problem solving and cross-curricular expectations • Review of meeting notes from collaborative teacher meeting time • Classroom visits by administration	expectations across disciplines

		critical reflection • Develop a formal tutorial program with Khan Academy • Establish reading lab/tutorial program for students struggling				

Schoolwide Goal

Preparing all students to be college and career ready

Critical Learner Need #2

2. Create a clear pathway and direction for students be prepared for College and Career post-graduation.
   2.1. To increase the number of students taking A-G courses for preparation of future educational opportunities.
   2.2. To develop a strong CTE program and pathway on our campus that will help students see the importance and relevance to their high school work and their future career.
   2.3. Reviewing all of the CTE programs that are on the traditional campuses and work to find a pathway that is right for our students and that will help them to realize their future goals and be prepared for their future.

Data

- Current number of students taking and successfully completion A-G course work
- No specified CTE program on our campus
- Students enrolled in CTE programs at the traditional high schools
- Survey feedback regarding student preparation for post-graduation
- Students receiving merit diploma with JUSD

Strategy #1	Link to Schoolwide Learner Expectations	Specific Tasks/Actions	Responsible Person(s)	Resources Needed	Ways of Assessing Goal	Outcomes
To increase the number of students taking A-G courses for preparation of future educational opportunities.	**Fortitude:** Students will persevere through hard decisions to make informed and intelligent choices about their daily life and future by evaluating and analyzing data when making decisions **Organize:** Student will demonstrate an ability to use time management skills as they work at an accelerated pace **Dedication:** Student will be committed to excellence in all areas of their work~ both on campus and off	• Create a list of students who have completed A-G course work • Survey students on future expectations and knowledge of A-G requirements • Update current A-G list to ensure that all courses offered are on list • Create a formal method of explaining the JUSD merit diploma program to students • Bring on guest speakers from UC and Cal State campus to discuss A-G importance • Develop parent seminars and/or webinars to explain importance of A-G course completion • Develop Advisory	Principal Guidance Coordinator Advisory teachers Students College liaisons	• Q student data reports • A-G list • Current list of courses offered by Edgenuity and Odysseyware • PD for staff regarding A-G completion success and expectations • Student survey • Californiacolleges.edu subscriptions	• Increase number of students taking A-G courses • Schedule for student meetings regarding A-G merit diploma program • Guest Speakers outlined for parent seminars • Advisory curriculum created • Increased number of students participating in College and Career initiatives ~ using Californiacolleges.edu account	• Increased percentage of students completing a full A-G schedule • More students entering 4 yr program following graduation • Students with Californiacolleges.edu account and research regarding findings outlined

	Achievement: Students will meet the expected levels of achievements as outlined by the state and district goals.	curriculum outlining A-G requirement and relevance to post-grad planning • Have students take work with Californiacolleges.edu to take an interest inventory and research future needs in regards to classes and college expectations • Explore opportunities to create articulated courses with local colleges				
Strategy #2	**Link to Schoolwide Learner Expectations**	**Specific Tasks/Actions**	**Responsible Person(s)**	**Resources Needed**	**Ways of Assessing Goal**	**Outcomes**
To develop a strong CTE program and pathway on our campus that will help students see the importance and relevance to their high school work and their future career.	**Wisdom:** Students will use critical thinking skills to seek wisdom, apply, skills, make thoughtful decisions to solve problems beyond the rote level of basic understanding	• Survey students to see which CTE pathways would suit our students best • Creation of and up keep of CTE Career Bulletin board • Create a career day for students in investigate more options • Work to develop	Principal Director of College and Career Readiness Independent study aide [CTE bulletin board] Guidance Coordinator Advisory	• Critical look at student pathway desires • Edgenuity and Odysseyware courses outlined in their CTE pathways • Research additional online providers for CTE pathways • Community partnerships with CTE	• Increased number of students taking concurrent enrollment • Increase number of students who have a chosen JUSD pathway • Survey results of students regarding programs offered • Established CTE pathway on	• Students enrolled in CTE program/pathway • Student enrollment in post-secondary CTE programs • Students who earn industry certifications • Students having clearer picture of future possibilities

	Responsibility: Students will assume personal responsibility for their own learning and interactions with others	community partnerships with industry professionals in CTE pathway on campus • Work with District College and Career Readiness Director to determine pathway • Establish pathway based on student need, classes to be offered • Review current Adult Ed options with their expanded CTE programs to determine student eligibility • Develop formal system of review to track progress after graduation	teachers Students	programs	Rivercrest campus • Track students in military service and students who successfully gain employment in their CTE field	post-graduation • More students involved in community partnerships
Strategy #3	**Link to Schoolwide Learner Expectations**	**Specific Tasks/Actions**	**Responsible Person(s)**	**Resources Needed**	**Ways of Assessing Goal**	**Outcomes**
Reviewing all of the CTE programs that are on the traditional campuses, we are working to find a pathway that is right for our students and	**Dedication:** Student will be committed to excellence in all areas of their work~ both on campus and off	• Clearly outline the process of concurrent enrollment • Create brochure/flyer with all CTE pathways offered in district to review	Principal Director of College and Career Readiness Guidance	• Formal process of current enrollment in at traditional high school for CTE enrollment • Develop brochure and virtual field trip of	• Students enrolled in CTE pathway • Number of students concurrently enrolled	• Increase number of students completing CTE pathway • Increase number of students concurrently enrolled

that will help them to realize their future goals and be prepared for their future.	**Responsibility:** Students will assume personal responsibility for their own learning and interactions with others	with parents and students • Develop partnership with other high schools in district to create enrollment process • Work with CTE programs to get virtual field trip to show students the program expectations and outcomes • Meet with all students to discuss future career goals and having all students pick a JUSD pathway • Conduct Parent night or webinar outlining the programs offered throughout district and how a student can participate in both	Coordinator Students Advisory teachers JUSD College and Career counselors [on the traditional campuses]	current CTE programs • Registration forms for pathway enrollment		

Schoolwide Goal

Develop and sustain the trust and involvement of all parents in the learning and success of their students.

Critical Learner Need #3

3. Develop more opportunities for students and parents to participate and engage with our program.
   3.1. Establish a wider variety of ways to communicate with students and parents.
   3.2. Offer more opportunities for parents to share and interact with staff and their students.

Data

- Number of parents attending seminar/information sessions
- Number of parents actively enrolled and using school data system
- Number of parents actively using online curriculum system review programs
- Number of parents using apps for communication with staff
- Social media account usage
- Number of parents who utilize services of JUSD Parent Involvement and Community Outreach [PICO] program

Strategy #1	Link to Schoolwide Learner Expectations	Specific Tasks/Actions	Responsible Person(s)	Resources Needed	Ways of Assessing Goal	Outcomes

Establish a wider variety of ways to communicate with students and parents	**Fortitude:** Students will demonstrate the ability to carry through on all aspects of academic studies **Respect:** Students will demonstrate the ability to develop and maintain positive relationships, collaborate with others, and understand the diversity of staff and students and work to share responsibilities to complete tasks	• Survey parents and student about best and most useful ways to communicate • Set up social media accounts • All teachers set up Remind accounts to easily communicate with students and parents • Haiku pages/classroom for each teacher • Market social media accounts as ways to stay in touch with school • Incentive program for student and parent participation • Film webinars/podcasts/live chats regarding school expectations to post on website • Develop monthly mid-morning chats for drop in parent visits • Create forum times for students to have meetings	Principal Guidance Coordinator Independent study aide [website manager] Teachers Parents Students	• Survey for parents and students regarding communication • Social media accounts • Blog schedule and topics • Marketing materials regarding campus • Software/Apps for filming and live chats regarding school • Schedule of parent nights • Survey of parent's desired topics • Haiku pages • Remind app set up • Incentive program [stickers/badges/rewards] for campus participation • Phone call out system	• Number of parents with active accounts on social media • Student and parents accounts with the online curriculum provider • Parent participation at parent seminars and mid-day chats • Survey results to help outline desires • View counter on webinars/podcasts/live chats • Rewards/incentives given for participation	• More parents and students understanding and working toward expectations of program • Increased student achievement • Increased connection to campus • Review "counter" totals to monitor interactions with website

		regarding campus issues, concerns or questions • Outline monthly blog from administration and/or teachers to highlight good things happening on campus • Regular updates to school web site • PD on effective parent engagement and referral processes for PICO resources				
Strategy #2	**Link to Schoolwide Learner Expectations**	**Specific Tasks/Actions**	**Responsible Person(s)**	**Resources Needed**	**Ways of Assessing Goal**	**Outcomes**
Offer more opportunities for parents to share and interact with staff and their students.	**Respect:** Students will demonstrate the ability to develop and maintain positive relationships, collaborate with others, and understand the diversity of staff	• Survey parents regarding topics that most interest parents • Set up parent information nights • Develop monthly mid-morning chats for drop in parent visits • Create parent/teacher conference times every	Principal Teachers Guidance Coordinator Director of Parent Involvement and Community Involvement Operation Safe House Liaison Parents	• Schedule of parent nights • Survey of parent's desired topics • Haiku pages • Remind app set up • Incentive program [stickers/badges/rewards] for campus participation Phone call out system	• Parent participation at parent seminars and mid-day chats • Survey results to help outline desires	• Increase in parents turnout in school sponsored activities • Increased student achievement • Increased connection to

	and students and work to share responsibilities to complete tasks **Dedication:** Students will dedicate their time to completing their assignments and meeting coursework expectations	segment to discuss student progress • Set up monthly or bi-monthly open house to check out current student classes and progress • Outlined Family Fun Days throughout the year to give parents and students a way to interact that does not have to do with school work • Establish a formalized awards/recognition program each semester • Set up partnership with Director of Parent Involvement and Community Outreach to have speakers and resources on campus or on hand for parents • Work with Operation Safe House Speaker series to bring in additional support systems to share with parents	Students			campus

Appendices:

A. Timeline of self-study process
B. Results of student questionnaire/interviews
C. Results of parent/community questionnaire/interviews
D. Master schedule
E. UC a–g approved course list
F. Additional details of school programs
    - School Bell Schedule
    - Student Handbook Information
    - Schoolwide Learning Outcomes
    - Personalized Plan of Academic Achievement [PPAA]
    - Parent Information Slide show
    - Digital Safety Plan
    - School Brochure
    - JUSD Merit Diploma information
    - Sample Master File Agreement [Independent study guidelines]
    - Weekly Progress Report
G. School Quality Snapshot
H. School accountability report card (SARC)
I. CBEDS school information form
J. Graduation requirements
K. Budgetary information, including budget pages from the school's action plan, i.e., the
L. Single Plan for Student Achievement