



RIVER CITY HIGH SCHOOL SELF-STUDY REPORT

1 Raider Lane

West Sacramento, CA 95691

Washington Unified School District

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Washington Unified School District



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Introduction

River City High School is located in West Sacramento, California between Sacramento and Davis. It serves as the only comprehensive high school in the Washington Unified School District (WUSD) serving approximately 2,200 students across two campuses: River City and Bryte Career & College Training. West Sacramento has seen incredible growth over the last ten years in infrastructure, population, and community pride. West Sacramento has embraced shifting dynamics as a small suburb outside Sacramento to that of an ever growing community where raising families, incorporating 21st century environmental and building concepts, and providing access to community members is embedded in its identity.

WUSD serves 8,194 students across eleven campuses made up of seven K-8, one comprehensive high school, one continuation school, one virtual academy, and a middle-college school. The district's focus is on college and career readiness, culture and climate, and family and community engagement. During the 2021-22 school year, WUSD created an action committee composed of multiple stakeholders in the district including teachers, students, administrators, parents, and district officials who developed a strategic plan which includes the [Portrait of a Graduate](#). Although in its infancy, River City High School's Mission and Vision and Schoolwide Plan for Student Achievement aligns with the district's Portrait of a Graduate focusing not only on the college and career readiness but also the societal readiness of students.

River City High School offers students an enriched learning environment providing multiple core and elective courses, CTE Pathways, athletic opportunities, extracurricular clubs, and social-emotional support. RCHS is on a 4x4 block schedule and with an almost fully transitioned group of 2,224 students who are now required to complete a total of 250 credits in order to graduate with their high school diploma resulting in more students exploring career pathways and taking college preparatory courses. Increased expectations for students has allowed students to gain the Seal of Bi-literacy, CTE Pathway completions, and college acceptances. As a part of the commitment to create curious, engaged, and critical thinkers, staff consistently engage in professional learning opportunities centered around the professional learning community process and research based instructional practices.

Bryte College and Career Training campus is River City High School's extension campus located in northern West Sacramento. The extension campus is noted for its popular Career Technical Education (CTE) programs in Culinary Arts, Ag Science - FFA, and Construction - BITA. Students are transported between RCHS and Bryte by District bus and attend the Bryte extension campus two periods a day and two periods at River City.

WUSD's [Career Technical Education Department](#) offers sequences of courses or pathways in nine career areas: AgriScience Academy, Arts, Media and Entertainment Pathways, Biomedical Lab Sciences Pathways, Culinary Arts Pathway, Computer Science and Engineering Pathway, Engineering and Architecture Pathway, Engineering, Science, &

Technology Academy, Residential and Commercial Construction Pathway, and the Robotics Engineering Pathway. Combined with other academic offerings, students enrolled in Career Technical Education are able to meet UC/CSU a-g college entrance requirements as well as high school graduation requirements and career goals. In addition, several classes also get articulation credit with Los Rios Community College. For more information, review the [CTE Video](#).

Special Education at River City High School is integrated. Resource special education students at RCHS are enrolled in college prep courses and most have one support class called Academic Success to provide additional support according to their IEP. The Academic Success teachers are receiving AVID training and are currently transforming the course to provide students skills to ensure equity and access to all courses. Some students with disabilities enrolled in the SDC (moderate/severe special education program) learn life skills and work on IEP goals in their classes and earn a certificate of completion upon graduation while other SDC students are working toward a diploma with a mixture of SDC and general education classes.

English Language Learners take a designated ELD course while they are designated as ELD. This year, RCHS is piloting a program where ninth grade students take their designated ELD course in the fall and their English 9 College Preparatory course in the spring.

River City High School promotes diversity, equity, and inclusion through a myriad of supports and services that are aligned with a focus on College and Career Readiness, Culture and Climate, and Family and Community Engagement. Professional Learning Communities (PLCs), department instructional foci, and schoolwide instructional norms are paving the way for a strong college and career readiness in the years to come. Systems and programs such as PBIS, MTSS, BFFS, Mending Matters, and the schoolwide Safety Team continue to support a healthy culture and climate. Finally, consistent communications with families, parent education meetings, and the Raider Parent Network are helping establish and grow family and community engagement. [RCHS School Wide Data](#)

The WASC process started in spring of 2022 and resumed in August with the [WASC Information Slides](#) being sent to faculty and staff. The Self Study involved all stakeholders, starting with teacher reflection and feedback occurring during site professional learning days and staff meetings. [Teachers](#) and [Classified](#) staff completed WASC surveys providing feedback to help inform the report as well as improve campus systems and practices. Teacher feedback proved to be data rich, however Classified data collection with similar data attempts did not garner high responses with only 10 out of 50 staff completing it. This low response rate means that the responses are unlikely to be representative of all the Classified staff, and therefore not valuable as a means of assessing their opinions. [Click here](#) to move to the summary of the results of the WASC Teacher Survey. Classified staff met with the principal and WASC coordinator and provided feedback providing their in-depth perspective regarding students, teachers, and staff. Parent survey feedback was limited with a response rate of only 70 parents (survey [here](#)), even through multiple efforts of procuring survey participation from the Raider

Parent Network, multiple Catapult weekly messages, and a [letter](#) home to surveyed students. Student feedback was solicited through a random sampling of 198 students who took our [WASC Student Survey](#).

Like all schools across the country, students, faculty, staff, and the West Sacramento community were greatly impacted by school closures due to the COVID-19 pandemic. In addition to providing data and the systems of operating a school, an intended consequence is that the human condition also comes across these pages. It is an understatement to say that the trauma from the last two years is still greatly impacting the campus community. The spirit of this community became a beacon in one of the darkest moments of its history. The district, site administrators, teachers, and support staff have risen to the challenge of supporting the most vulnerable students and will continue to as the years unfold.

The goal for this report is to fulfill technical aspects, but also include the heart of River City. By knowing the students who are loved and served and struggle to find success even with the most support in place. The faculty who even through burn out, compassion fatigue, and personal loss show up every day to make River City a better place for the future. The administrators have supported teachers through one of the most challenging times in River City history and continue to forge a path for its students and community. A community who struggles to stay connected because of the greater current political, economic, and social climate. River City High School is a family that continues to grow, adapt, and approach what is best for learners because that is its focus and what makes the Raiders rise every day.

With that said...may we present to you, River City High School, "Home of the Raiders".

Chapter 1: Progress Report

Like schools across the country, the COVID-19 pandemic impacted River City High School's students, faculty, staff, and community. The 2022-23 school year is the first "normal" year since the 2019-20 mid-cycle review. The report reflects the evolution of our campus, its students, faculty, staff, and community, and all that we have learned since the beginning of the pandemic. The most significant development over the last few years has been the student's need to connect to our educational community and to be supported socially and emotionally. We have had to shift and adapt in multiple areas such as adjusting our standards based curriculum, adjusting our late work policies, adjusting multiple ways to show learning, adjusting our social-emotional responses, and a myriad of other practices grounded in pedagogy.

The 2016-17 and 2019-20 reports highlighted significant changes and developments focusing in the areas of Curriculum Changes, Increased Graduation Requirements, Multi-Tiered Systems of Support, Personnel, Professional Learning Communities, New Courses, and Bryte Campus Expansion. When looking back at the last six years, River City High School has made significant shifts in culture and climate, college and career readiness, and family and community engagement. Even with that said, there are some areas that still need focus as we move through the next six years.

During the 2019-20 school year, we discussed the transitions from multiple departments around curriculum adoptions and the growing pains associated with them. World Languages was still waiting on an adoption whereas English and math were still in the adjustment phases of these adoptions. Since then, and because of the pandemic, the English department moved forward with creating lessons under the PLC lens focusing on essential standards. During the summer of 2020 the English department met virtually as a team and began aligning grade level essential standards. The support and guidance from administration helped the English department further align curriculum and create a space for students to be successful during and after distance learning. Since then, the department has been able to create more standards aligned lessons that are culturally relevant and designed to help students master skills and concepts. Social Sciences continues to work with SHEG while spending PLC time focusing on common writing skills that can help students within and across curriculum areas. Science adopted the STILE curriculum and spends PLC time assessing and adjusting lesson plans in order to assure students are meeting skills and concepts mastery.

Increased graduation requirements has allowed students to explore more curricular areas and provide a broader depth of subjects. However, an unintended consequence to the increased graduation requirements has been the need for more elective courses without the course or faculty to support this need. When students fail a class, the balance within classroom size and the master schedule is an area of concern. A way to address failing students under the graduation requirements is to have students take online courses through Edgenuity which is monitored through our Independent Study Program and teacher buyouts, a support that we currently offer within the school day.

An area of strength since the 16-17 and 19-20 report has been our Muti-Tiered Systems of Support (MTSS). Our campus has streamlined the reporting process for teachers by including a form on the RC website Teacher Hub. Additionally, the RISE center was opened in the fall of 2021; a space where students can focus on their mental health needs and/or meet with support

staff to address current concerns. As of 2022-23, we have implemented a counselor of the day, where one of our five counselors is available for students to meet with and discuss concerns, provide strategies for better mental health, and provide a safe space for students to feel heard.

Personnel changes have stabilized significantly since the 2016-17 report. Teacher, admin, and staff turnover is low which has contributed to a more healthy culture fostering consistency, collaboration, and community. Teacher and student surveys support this stabilization with 95% of teachers saying they feel connected to their students, 88% feel excited to be teaching their classes, and 98% care about the success of their students. Teachers investment in the River City community shows that over half of students (60%) feel safe at school and 50% feel connected to their teachers, both an increase from the [2019-20 student survey](#), showing continued growth and connection to the RC community.

Professional Learning Communities (PLC) have begun to take form with 95% of teacher leads attending the PLC Institute in the summer of 2022 and the principal guiding all staff through the process in the fall of 2022. Standardized PLC agendas were created, professional learning is given on how to use PLC time for garnering student success, and department chairs are participating in a book study around the PLC process. With the strides being made this year, there is still work to be done under this area, primarily focusing on how to create, collect, and assess data so that it is relevant in the classroom. This is an area where continued growth is needed especially with teacher learning in the data processes.

New courses have been created, but due to the pandemic, master schedule space, and faculty availability, there are fewer new courses than in the 2016-17 and 2019-20 report. Almost all new courses developed over the last six years are, however, a-g approved with a few courses still needing to go through the process. This is a goal to have all courses to be a-g approved in the upcoming review cycle, if they are to be offered in the course schedule.

Bryte campus continues to support students in the CTE fields of AgriScience, Culinary Arts, and Construction. Washington Middle College High School is now housed on the same campus. An area of need within this is a clearer understanding of expectations for WMCHS staff and RCHS Bryte staff working together for students.

Significant changes have been organized under three areas of focus: Culture and Climate, College and Career Readiness, and Family and Community Engagement. Although we have systems and practices in place under each category, the interconnectedness of these categories strengthens the goals of River City High School.

A variety of supports have been implemented at River City and a team of hard working people to be highlighted is our social worker, outreach specialists, and parent liaisons. Our social worker's [fall data points](#) show that 367 times that the school social worker and school work intern met with students for meetings and/or sessions. 87% of all contacts with students included counseling services and 9.2% of those contacts resulted in a referral to an outside agency. Of the 321 contacts, 22 came from our MTSS referral system. In addition to our social worker team, we have both a Spanish and Russian language liaison who contacts home in order to bridge communication between school and families. The liaisons support families in conferences, email, and phone communication. Outreach specialists focus on truancy and

conduct several home visits to meet with families and create plans for students to return to school.

Culture and Climate

At the start of the 2019-20 school year, our current principal spent time learning our school climate and culture, families, and college and career readiness approaches. She saw the amazing work we were doing and noted that we needed to create our own identity within the WUSD by developing a clear mission and vision statement. Because of the school closures and distance learning, the mission and vision process had to pause until the 2021-22 school year. Throughout the mission and vision process, stakeholders were asked for input on how they wanted River City to be identified. After multiple iterations and feedback from parents, students, faculty, and staff, the mission and vision team presented our [final statement](#) in May of 2022.

Mission:

River City High School builds trusting relationships to inspire curious, creative, and critical thinkers. Rich in school culture, we celebrate diversity and foster joy.

Vision:

The Community of River City High School collaborates to:

- Graduate responsible students with the skills to adapt, empathize, and communicate effectively in a variety of settings.
- Provide a diverse education with supports so students can thrive today and prepare for the future.
- Ensure all programs work together to promote equitable access to information, opportunities, and experiences.
- Develop an environment where everyone feels respected, safe, and empowered to advocate for themselves and others.
- Connect with alumni, businesses, and community members to actively partner with students and staff.

Over the last three years communication systems have been implemented successfully across campus and within the community. During the pandemic, our administration team and staff met weekly to discuss the ever-changing environment. From this, the administration team created weekly announcements and a school-wide playbook to help staff find pertinent information in the digital realm. At the beginning of the 2022-23 school year, the communication system evolved to the [Staff Resources](#) document which houses key information for all employees on RCHS's campus. In addition to the resources document, our principal communicates weekly through Staff Weekly Announcements, Catapult community messages, and phone calls. These streamlined and consistent communication methods provide all stakeholders with the information and tools they need to stay connected to our campus and community. Students, families, faculty, and staff have reliable and consistent information throughout the school year which has built a trusting relationship with administration. All survey data concludes that stakeholders are confident with the communication systems.

This year, WUSD partnered with National Center for Urban School Transformation (NCUST) to determine how River City could improve in helping students be successful while continuing to lean into its already rich culture and best practices. Findings from the [NCUST Report](#) and

[NCUST Presentation](#) indicate that classrooms have a positive and respectful environment leading to a space for learning. With little teacher turnover, consistent practices, and positive teacher climate are in place. Culturally relevant reading, activities, and assignments are utilized to increase student engagement. Areas of improvement include using SEL strategies to decrease suspensions and increase student attendance, shift students to perceive themselves as active and capable scholars in learning challenging academic content, and helping teachers teach standards with deep understanding and mastery through common instructional practices to accelerate learning.

Grade level assemblies started in the fall of 2022 with the purpose of ensuring clear and concise communication regarding four year plans, analysis of transcripts, and school wide behavioral expectations. In addition to reviewing academics, we celebrate the academic and behavioral achievements of students who excel in the classroom.

College and Career Readiness

River City High School students continue to move towards college and career readiness by completing a-g requirements, participating in CTE pathways, and completing the updated graduation requirements of 250 credits. Because of the increased graduation requirements, students are able to explore more options relating to their interests, thus developing a better understanding of what they may want to pursue in a post-secondary world. With the elective requirements increasing from 47.5 to 70, students sign up for more courses that they may not have signed up for before, providing enrichment and opportunities to explore interests. With a wide variety of electives from Science Fiction, CTE courses, Mock Trial, Women and Gender Studies, Poetry, VAPA, and World Languages beyond the a-g two year requirement, students are given a chance to pursue a passion they may not have discovered under the previous graduation requirements.

In addition to the increased graduation requirements, the principal has partnered with Los Rios Community College District to explore future dual enrollment opportunities for our students which will result in building curious learners who take ownership over their education. Finally, increased expectations for students has allowed students to gain the Seal of Bi-literacy, CTE Pathway completions, and college acceptances. River City High School offers numerous Advanced Placement courses and Career Technical Education courses. Teachers take pride in their content areas and curriculum fostering a love of learning in their classrooms. Use of culturally relevant novels have been added to the English and social studies curriculum. New textbooks for Spanish and French are in the process of being piloted with eventual adoption. A variety of courses and programs such as AVID, Advanced Placement, and Senior Seminar help students be successful across campus.

Meeting subgroup population learner needs in and outside of the classroom is an area to focus on improvement. River City has several programs in place such as Academic Outreach, MTSS, PBIS, HST, and push-in teaching models aimed to support subgroup population learning. However, data suggests subgroup populations are struggling to keep up with the rigor and expectations of a 21st century learner. CAASPP and iReady data suggests that students are struggling most in math and need intervention with foundational math concepts in order to be successful in higher level courses.

Family and Community Engagement

Parents are considered a partner in the education of students at River City High School, and parental involvement is strongly encouraged. There are many ways parents are encouraged to participate in the school and educational process. Some of these are to communicate with their students' teachers through Catapult parent connect, School Site Council, Raider Parent Network, weekly parent bulletins, Sports Boosters, Music Boosters, Back to School Nights, and ELAC meetings.

Specifically, the Raider Parent Network is a group of parents organized to support the students by connecting school, community, and families. They meet monthly to plan events and share ideas of how best to be a liaison between the school and parents. The Raider Parent Network partners with administration to learn about special programs and educates the parent community in order for parents to learn how to support their student's education.

Teachers communicate with parents through the Aeries online system, Google Classroom and Canvas portals, and other communication apps such as Remind and Google Voice. Teachers attend IEPs, 504s, and conferences to help support students in the classroom. Even with multiple modes of communication and contact, parent participation with student academic progress or concerns continues to be a challenge for teachers across all subject areas.

Areas of Growth

- 1) Provide academic intervention for students during the school day to support student achievement in curricular areas.
- 2) Develop school wide instructional norms including common practices, rubrics, and academic language consistent across all curricular areas.
- 3) Professional learning about data collection, analysis, and application to inform instruction and strategies for teachers to provide authentic and timely feedback to students.

Chapter 2: School Profile and Supporting Data and Finding

Demographics

River City High School has a total of [2196 students](#), of which [553](#) (25.2%) are in 9th grade, [562](#) (25.6%) are in 10th grade, [595](#) (27.1%) are in 11th grade, and [486](#) (22.1%) are in 12th grade. Our total enrollment has remained relatively [stable](#) ($\sigma=51.75$) over the last six years, averaging 2174 students.

[66.3%](#) of our students were classified as socioeconomically disadvantaged in 2021. As of December 2022, [10.1%](#) of our students have disabilities, [9.4%](#) are English learners, and [1.0%](#) are homeless. Our proportion of English learners was [decreasing](#) steadily year to year, but increased this year from 6.8% to 9.4%.

Our student population has [40.4%](#) students who identify as Hispanic or Latino, [28.2%](#) who identify as White, [11.5%](#) who identify as Asian, [11.1%](#) who identify as Two or More Races, [4.5%](#) who identify as Black or African American, [2.6%](#) who identify as Filipino, and [1.4%](#) who identify as Native Hawaiian or Pacific Islander.

Academics, College & Career Prep

CAASPP Data

In English Language Arts, students' CAASPP scores [improved](#) last year, from [58.02%](#) of students meeting or exceeding standards in 2021, to [62.58%](#) of students meeting or exceeding standards in 2022. Both years' CAASPP scores are also significantly [higher](#) than state averages. For example, in 2022 less than half ([47.06%](#)) of students in California met or exceeded ELA standards on the CAASPP.

In Mathematics, students' CAASPP scores dropped significantly last year; only [21.97%](#) of students met or exceeded standards in Mathematics, compared to [33.33%](#) of students in 2021. Both years' CAASPP scores are also lower than state averages. In particular, last year approximately one-third ([33.38%](#)) of students in California met or exceeded Mathematics standards on the CAASPP.

Graduation Rates

Our overall graduation rate [decreased](#) slightly in 2021, down to 91.7% from 92.3% in 2019 and 92.8% in 2020. Our graduation rates continue to be considerably lower for English learners (88.7%) and students with disabilities (72.9%), although the graduation rates have [improved](#) significantly in both these groups since 2019 and 2020.

Our graduation rates are lowest for African American students, at [91.9%](#) in 2021, although this was an improvement from 87.9% in 2020. Our highest graduation rates are among white students, at [97.7%](#) in 2021, which was also an improvement from 90.3% in 2020. Graduation rates among Hispanic students also improved, from [92.9%](#) in 2020 to 95.2% in 2021.

A-G Requirements

Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2020 and 2021 [California School Dashboards](#). However, our school counselors kept track of our students' A-G readiness. In 2022, about half ([50.42%](#)) of our students met the [Subject A-G requirements](#) set by the University of California. This is about the same as 2021, when exactly [50%](#) of our students met the A-G requirements, and it's a slight drop from 2020, when [52.81%](#) of our students met the requirements.

AVID Program

AVID is a growing program on campus; [8%](#) of all students are enrolled in AVID, and [31%](#) of teachers are trained in AVID. In the 2021-2022 school year, [87.5%](#) of AVID students were accepted to at least one 4-year university.

Advanced Placement Exams

Enrollment in AP classes has [increased](#) steadily over the last several years, and [more](#) students are also electing to attempt AP exams. In 2022, there were 317 students in AP classes, and they signed up for 566 AP exams. Of those students, [63.41%](#) passed at least one AP exam with a 3 or higher.

Athletics

Approximately 22.5% of our students (495/2196) participate in at least one of the many [athletics programs at RCHS](#). Our athletes maintain relatively [good grades](#), with an average GPA of 3.32 over the last three years.

i-Ready

In 2020, Washington Unified School District partnered with [i-Ready](#), an online program for reading and mathematics that is intended to help students' teachers determine their students' needs, personalize their learning, and monitor progress throughout the school year. The i-Ready program was implemented in the district's K-8 sites in the 2020-2021 school year, and at River City High School starting in the 2021-2022 school year. Tests were administered twice during the fall 2022 term in the mathematics and English departments.

The final i-Ready mathematics diagnostic for the 2021-2022 school year was administered to 617 students, with results [here](#). A significant majority of those students scored below grade level, with 12% scoring one grade level below, 13% scoring two grade levels below, and 59% scoring three or more grade levels below. The diagnostic indicated comprehensive weaknesses among students in numerical operations and geometry. More recent i-Ready diagnostics ([here](#)) in the 2022-2023 school year show minimal change, with similar proportions of students scoring below grade level(s).

The final i-Ready reading diagnostic for the 2021-2022 school year was administered to 1,073 students, with results [here](#). A significant majority of those students scored below grade level, with 20% scoring one grade level below, 10% scoring two grade levels below, and 45% scoring three or more grade levels below. The diagnostic indicated comprehensive weaknesses among

students in vocabulary, literature comprehension, and informational text comprehension, and strengths among students in phonological awareness, phonics, and high-frequency words.

More recent i-Ready diagnostics in [math](#) and [reading](#) in the 2022-2023 school year show minimal change, with similar proportions of students scoring below grade level(s) in each of these respective subjects.

School Culture

WASC Surveys

In October of 2022, we gave a survey to RCHS students about their opinions of RCHS. A systematic random sample of 200 RCHS students was selected. 195 of the 200 samples students (or 97.5%) took the survey. The random selection and high response rate makes it likely that these students' responses are representative⁴ of all students at RCHS. This survey was identical to a survey given to students in October of 2019, which allowed us to assess changes in students' opinions in the last three years.

Please [click here](#) for details about these surveys, including results of the 2022 survey, changes between 2022 and 2019, and graphs of responses to each of the 29 questions.

Highlights from the 2022 WASC Student Survey:

- Most students have positive attitudes towards their teachers ([questions](#) 2, 3, 4, 7, 11, 14, 15, 22), although there are some exceptions ([questions](#) 12, 25).
- There is ambivalence about students' attitudes towards the school. ([questions](#) 8, 17, 26, 27, 28, 29).
- Students feel confident that they know the school rules (question 10).
- Students generally have access to resources that they need at home ([questions](#) 20, 21).

Please [click here](#) for details about changes between the 2019 and 2022 WASC Student Survey. A gradient color scale is used, where **green** is a positive change (e.g. more students say their parents ask them about their school life) and **red** is a negative change (e.g. less students say they feel good at school).

Substantial changes between the 2019 and 2022 WASC Student Survey

- Most students' attitudes towards their teachers have improved in the last three years ([questions](#) 2, 3, 4, 14, 15, 22, 24, 25). In particular, there was a 10.9% increase in the number of students who agreed with the statement, "I receive the help I need from my teachers".
- Students' perceptions of the relationship between their parents and their school have improved in the last three years ([questions](#) 19, 27). In particular, there was an 11% increase in the number of students who agreed with the statement, "My parents ask me about my school life."

- There was a significant increase (14.1%) in the number of students who say they communicate with their teachers online, using email, social media, or Google Classroom ([question 16](#)).
- Despite improvements in students' attitudes towards their teachers, students' attitudes towards school has worsened in several important ways in the last three years. More students (11.3%) disagree with the statement "I feel good at school" ([question 17](#)). Less students (-10.2%) agree that they are interested in what their teachers are teaching them ([question 5](#)). And most significantly, there was a decrease of 14.9% in the number of students who are "eager to participate in class" ([question 1](#)).

We attempted to administer a [similar survey](#) to RCHS parents. The survey and associated instructions were made available in English, Spanish, and Russian. A link and QR code to the survey were posted on social media, announced via phone and email every Friday for 4 weeks using Catapult, given to the Raider Parent Network to advertise, and given as a paper handout to the 195 sampled students from our WASC Student Survey. We received 74 responses to the WASC Parent Survey. This low response rate means that the parents' responses are unlikely to be representative of all parents of RCHS students, and therefore not valuable as a means of assessing parents' opinions.

We attempted to administer a [similar survey](#) to the Classified staff at RCHS. A link and QR code to the survey were emailed to all Classified staff, and all Classified staff were asked to complete the survey. We received 10 responses to the WASC Classified Survey, out of 50 total Classified staff. This low response rate means that the responses are unlikely to be representative of all the Classified staff, and therefore not valuable as a means of assessing their opinions.

We administered a [similar survey](#) to the teachers at RCHS. A link and QR code to the survey were posted at a staff meeting on November 9, 2022 and given time to complete it during the meeting. Of 106 teachers at RCHS, 87 completed the survey. This 82% response rate is less than expected, but is not low enough to warrant invalidating the resulting responses, as was the case with the WASC Parent and Classified Surveys (see above). [Here](#) are details about changes between the 2019 and 2022 WASC Teacher Survey. A gradient color scale is used; darker colors indicate more substantial differences between teachers and students.

Highlights of the 2022 WASC Teacher Survey:

- Most teachers have a positive attitude towards the work that they and their colleagues are doing. For example, teachers believe that the teachers at RCHS encourage students to do their best (97.7%, question 2), know a lot about their subject matter (97.7%, question 4), and care about the success of their students (98.9%, question 14).
- There are substantial discrepancies between students' opinions and teachers' beliefs about students' opinions. Most significant are as follows:
 - 96.5% of teachers agree that they feel connected to their students and classes, and 50.8% of students agree that they feel connected to their teachers.

- 85% of teachers agree that RCHS helps students solve conflicts with each other, and 42% of students agree that the school helps them solve conflicts with other students.
- 95.4% of teachers agree that RCHS teachers help students become better people, and 58.4% of students agree that teachers help them be a better person.
- Teachers at RCHS are more skeptical about parents' involvement in students' academic life. Only 50.5% of teachers agree that parents are involved in their child's school life, but 82.6% of students say that their parents ask them about their school life.

Mending Matters Survey

In 2021 and 2022, our school partnered with an organization called [Mending Matters](#) to address mental health issues among our students. A survey was conducted in the [2021-2022](#) and [2022-2023](#) school years. Teachers were emailed lessons (such as [this one](#)) and asked to administer the lessons and the survey to their students. A student group, the LIFE Advisory Committee, works with a Mending Matters clinician to continue to develop lessons to address the concerns identified in the surveys.

Freshman Orientation

Before the start of each school year, our freshmen are given the opportunity to attend a Freshmen Orientation program. They are given their schedules, experience RCHS school culture and expectations, and go on a campus tour guided by upperclassmen. They also break into small groups and do icebreaker activities to build community. Enrollment in this program has steadily [increased](#) in the last three years, with 519 (93.85%) 9th-graders attending last August of 2022.

Peer Mediation

Our Peer Mediation program continues to support students with situations relating to personal issues, peer social issues, self-harm/suicide, home/family issues, fights, and dating issues. There was a substantial [decrease](#) in the number of peer mediations during the 2021-22 school year.

Discipline

[Compared](#) to the 2021-2022 school year, referrals this year increased slightly in August, remained the same in September, then decreased substantially in October and November. Referrals for defiance, insubordination, and non-compliance remain the most common source of referrals (38.5%, slide 3 [here](#)). Sophomores also receive a disproportionate amount (46.48%, slide 7 [here](#)) of overall referrals.

There was an increase in [suspensions](#) between 2019-2020 and 2021-2022. During the 2019-2020 school year, there were a total of 194 suspensions, and in 2021-2022, there were a total of 277 suspensions. However, this may be due in part to the shorter school year in 2019-2020; in March of 2020, our school closed due to the onset of the Covid-19 pandemic. So far in the 2022-2023 school year, there have only been 82 [suspensions](#), suggesting that there may be less suspensions this year than in previous years.

Attendance

In the 2019-2020 school year, our average attendance was [96.64%](#) among all RCHS students. This is slightly higher than previous years, which averaged 95.4% (page 21 [here](#)). In the 2020-2021 school year, RCHS was all-virtual during the COVID-19 pandemic, and attendance increased to [99.24%](#). Last year, in the 2021-2022 school year, overall attendance dropped to 91.02%. The drop was [consistent](#) across grade levels, except for students in 11th grade, who had a relatively higher attendance rate of [91.71%](#).

Certificated staff have also had increasing absences this school year. There are 106 teachers at RCHS. On average, RCHS had about 1 in 10 ([9.48%](#)) of teachers absent per day during the first 76 days of the 2022-2023 school year, with teacher' absences being more common on Fridays. For example, on Friday November 18th, before Thanksgiving Break, 19 teachers (or 18%) were absent.

Chapter 3: WASC Criteria and Indicators

Focus Group A Notes

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

A1.1 Vision and Schoolwide Learner Goals/Graduate Profile:

- Mission and Vision
 - Started with new principal 2019-20 school year
 - Three-year plan: [Schoolwide Action Plan \(2019-22\)](#)
 - [Principal Parent Coffee Hour 2019](#)
 - Paused until 2021-22 school year due to school closures and distance learning
 - Resumed fall 2021 with teachers, school leaders, parent and student focus groups creating and providing feedback on the vision for RCHS.
 - Final [mission vision statement](#) adopted in May 2022 shared in [Weekly Announcements](#)
 - “River City High School builds trusting relationships to inspire curious, creative, and critical thinkers. Rich in school culture, we celebrate diversity and foster joy.”
 - [Opening of school August 2022](#) revisit of goals to build culture and community
- District [Strategic Plan](#), including [Portrait of a Graduate](#)
 - Committee made up all stakeholders districtwide.
 - Focuses on equity, inclusion, and creating 21st century learners.
 - Announced in spring 2022, but is not clear where to find the document on the WUSD website.
 - Staff were given the Portrait of a Graduate at the first meeting back to school in August 2022.

A1.2 Equity and Inclusion:

- Mission and Vision statement fosters curiosity and critical thinking for learning and achievement.
- Teachers provide differentiation and flexibility to allow for growth in learning standards.
- Academic Outreach for student support outside the classroom.
- Optional paid time for teachers working with students after school on standards based support.
- CTE academy focuses on student learners traditionally not college bound.
- AVID program supports students in skill building and college and career readiness.
- Williams Act posters in each classroom.
- All students have access to chromebooks to take to and from school each day.
- RISE matrix fosters inclusion as a school wide behavioral expectation and pillar of what makes a River City student.

A1.3 Development/Refinement of Vision and Purpose:

- Mission and Vision statement adopted spring 2022
 - Alignment with district “Portrait of a Graduate” statement developed in 2022.
 - Need posters for mission and vision statement in classrooms and needs to be communicated with students / families more as well as posted on the school website in image carousel.
- Collective commitments were created in fall of 2022. Classified staff, administration, department chairs, counselors review at the start of every meeting to ensure that their decision making is aligned to the mission and vision.
- Focus on inclusion and equity by creating a task force that analyzes school wide systems and course offerings to ensure equity and access for all students.

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals:

- [Mission and Vision statement](#)
 - Need posters and communication in classrooms/across campus/with families.
 - Need communication on the district website.
- [WUSD Strategic Plan](#)
 - [Portrait of a Graduate](#)
 - Need posters and communication in classrooms/across campus/with families.
 - Need communication on the district website.

Criterion A2: Governance

A2.1 Relationship between the Governing Board and the School

- School Board meetings
 - Meetings streamed on YouTube (2020-22)
 - In person meetings resumed (2022)
 - Accessible for LCAP discussions and decisions
- District mission and vision
 - Posted on website
- Portrait of a Graduate (2022)
 - Strategic Planning committee made up of staff, faculty, administrators, students, and parents.
 - Met throughout 2021-22 school year with adoption in late spring 2022.
- Uniform Complaint Policy
 - Posters in all classrooms and visible in shared staff workspaces.
- Sexual Harassment
 - Annual Keenan training with additional topics required to be completed within the first few weeks of school.
 - Posters with policies in common work spaces.

Criterion A3: Leadership for Learning

A3.1 Broad-based and Collaborative:

- Contractual calendar days devoted to Professional Learning Communities
 - Professional Learning
 - 35 total days dedicated to PLT per contract
 - 20 PL days department
 - 10 days site
 - 5 days district
 - Department leads attended PLC training summer 2022.
 - Department Chair book study *Learning by Doing: A Handbook for Professional Learning Communities at Work* by Richard and Rebecca DuFour.
- Programs and Activities the focus on students achieving schoolwide learner outcomes.
 - MTSS
 - Referral link on RCHS Teacher Hub ([school website](#))
 - Teachers refer after completing tier 1 interventions.
 - Team meets to create plan and supports to meet students needs and communicates with staff.
 - PBIS
 - Team meetings throughout calendar school year
 - Respect Inclusive Safe Engaged (RISE)
 - Posters in classrooms

- Recognition and incentives in place to promote positive behaviors
- [RISE postcards](#) mailed home from staff
- High School Transition (HST)
 - Freshmen / teacher meetings once a month
- Improve Your Tomorrow (IYT)
 - Supports high school male students of color through mentorship and collaborative community building.
- CTE Pathways
 - Multiple internships provided for students each summer within and outside of district.

A3.2 Leadership Role in Accountability:

- School Site Council
 - Meet monthly
- Department Chair meetings
 - Monthly meetings as a whole group focusing on PLC process and site needs.
 - Meetings with department administrator
 - Strong open communication between departments and administrators.
- Sub-committees meet with school leadership to build capacity and community across counseling (Safety Team, Counseling Team, PBIS, MTSS, HST, AVID, CTE, Athletics).
- Monthly staff meetings
 - Community building at the beginning of each meeting modeling strategies to use in the classroom the next day.
 - Focus on professional learning to impact student achievement such as EL strategies, academic language strategies, and building rapport with students.
 - “Parking Lot” staff ask questions on new learning, system changes, or other concerns.
- [2022-2023 Staff Resources](#) document which includes all pertinent information for systems, procedures, and campus needs. It’s a one-stop shop for teachers to access information about campus.
- School Communication
 - Weekly principal announcements [2021-22 Sample \(Distance Learning\)](#) [2022-23 Sample](#)
 - Staff email always highlights a celebration on campus and then provides necessary information and dates to staff members.
 - Catapult text messages, email, and phone calls to families regarding site important dates and events.

A3.3 School Action Plan/SPSA Correlated to Student Learning:

- College and Career Readiness
 - Student a-g completion rates
 - Academic Outreach provides student after school intervention.
 - Professional Learning Communities beginning to build capacity to support student learning.
 - New Teacher Orientation and Induction
 - Feedback and support for new teachers from induction teachers on site.
- Culture and Climate
 - Student Social-Emotional Well-Being has been an area of focus for the last three years.
 - [MTSS Referral](#) process
 - Consistent systems in place for teachers to access supports for student intervention. Referral link on RCHS Teacher Hub ([school website](#)).
 - Social Worker on site

- RISE Center
 - Students can self-select through e-hall pass system to attend center.
 - Counselor of the day available to help students through social-emotional needs.
- Peer Mediation
- "Need Help" posters with QR codes
- Student Survey results
 - Healthy relationships with one or more adult on campus
 - Feel safe and connected on campus
 - Know what is expected of them and want to be at school
- [Staff Hub](#) on River City website
- [Student Hub](#) on River City website
- Family and Community Engagement
 - Teacher communication with families
 - Aeries grade and communication emails.
 - [RISE Postcards](#) with positive behavior notes from teachers mailed home.
 - Phone calls home from teachers, support staff, counselors, and admin.
 - [Parent Hub](#) on River City website
 - Raide Parent Network
 - Back to School Night
 - High attendance to athletic, dance shows, and non-academic events.

Criterion A4: Qualified Staff and Professional Development

A4.1 Qualifications, Preparation, and Supervision of Staff:

- Highly Qualified Teachers: 97; Interns 6; total 106
- New Teacher Orientation takes place one day in the prior week before school starts.
- Teacher Induction program at district level with supporting teachers at site level.
- New teacher evaluation system - every two years.
- Administrative classroom WalkThroughs to observe for curricular and instructional needs.
- Teacher evaluations collaborative between administrators and teachers.
- Teachers 10+years have the option to not be evaluated for a 5-year period.

A4.2 Professional Learning and Impact on Student Learning:

- Professional Development prior to the start of the school year including collective commitments for teachers, classified staff, counselors, and department chairs. [Back to School Slides 2022](#)
- Professional learning calendar posted and weekly email announcements sent out via district Director of Curriculum and Professional Learning.
- Kick-Up online PD registration site launched and used district wide which allows teachers to select their professional learning based on need and schedule.
- Specialty programs (AVID, BFFS, PBIS, PLTW, CAHPERD, HST, AP) school year PD and optional paid after school training.
- The district offers weekly professional development, however most of the training is offered at times that the high school teachers cannot attend because RCHS is still in session.

A4.3 Communication and Understanding of School Policies and Procedures:

- All school operations are communicated through the Friday weekly announcements, email, or department chairs. Staff meetings and PL time is reserved for professional learning.
- District surveys garnering feedback after PL sessions / days.
- No clear metrics in place that quantify impact on student learning after PL sessions.

- PLC Agenda template with cycle of inquiry.
- Expected deliverables from department PL teams.
- Teacher evaluations yearly, every other year, or five-year cycle.
- [2022-2023 Staff Resources](#) documents
- Emergency flip books in all classrooms
- [Staff Hub](#) on River City website
- Systems and procedures in place and communicated: staff back to school meeting, monthly staff meetings, email communications, department chair meetings, department meetings, weekly announcements, sports announcements, Catapult messages.

Criterion A5: Resources

A5.1 Resource Allocation Decisions:

- School Site Council
 - Teachers, staff, students, and parents involved.
 - Currently looking to fill parent seats as parent representative was unable to fulfill their commitment.

A5.2 Practices and Procedures:

- Department budget meetings at the beginning of the school year with chairs and principal.
- Bookkeeper systems and procedures
- Finance and compliance officer at district level
- ASB approval process
- District approval process
- [Staff Hub](#) on River City website

A5.3 Instructional Materials:

- Departments pilot textbooks before Board adoptions.
- Supplies are made available through department budgets.
- Requests for additional materials and textbooks routed through department chairs and administrators.
- All students have a chromebook in post-pandemic and specified loaner computers available daily through library computer check out options.
- Learning Management Systems (LMS): Google Classroom and Canvas
- New course proposals follow a system and when course is approved materials are provided by district level, then site or department level.

A5.4 Facilities Conducive to Learning:

- Safety Team and teacher feedback for campus needs
- Faciltron online work orders
- Facilities are maintained for cleanliness and safety
- Staff report concerns to administrative assistants when they arise.
- Custodians quickly respond and work well with staff to ensure facilities are safe and clean.
- The district office closes at 4:00pm and it is not possible for the high school teachers to go before they close. Teachers have to go during their prep time (if they have one) or get coverage for their classes to be able to meet with anyone in the district office.

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

Areas of Strength

1. Staff support each other during collaboration, period coverage due to sub shortages, social-emotional support, and significantly during the pandemic and school closures.
2. Multiple professional development opportunities through site and district including teacher led opportunities. Teachers can create their own professional learning sessions and host them through the district's online professional development program which allows teachers from across the district to sign up for professional learning they're interested in and/or relevant to their student learner needs.
3. River City High School has put multiple systems in place to support student learning, achievement, and social emotional health. Multiple supports in place for students which are accessible by students and teachers. The RISE center, counselor of the week, and teacher MTSS referrals allow for students to be supported with their mental health. Academic Outreach, paid professional learning time for the PLC process supports, and the Raider Cafer offers academic support for students.

Areas of Growth

1. Clearer communication of district goals to site goals in regards to the WUSD Strategic Plan and Portrait of a Graduate, SPSA.
2. Consistent analysis and reflection needs to be implemented to compare data against mission vision and site goals.
3. We need clearer systems and metrics in place to quantify impact on student learning after PL sessions.

[Category B: Curriculum](#)

[List of Core Curriculum](#)

[Focus Group B Notes](#)

Criterion B1. Rigorous and Relevant Standards-Based Curriculum

B1.1 Current Educational Research and Thinking

CTE

- CTE curricula and instruction are fully aligned to CTE Model Curriculum Standards.
- All CTE courses are UC/CSU a-g approved.
- CTE courses are reviewed and updated each year by way of industry & community based Advisory Committees.

ELA

- Connect assignments to CCCS; backwards build Units based off of CCCS; ERWC Program connects to standards & is relevant & career-ready skills; relevant texts (engaging & applicable to many viewpoints); support rigorous curriculum.
- Curriculum at a Glance (CAAG) with standards focus which are reviewed during the PLC cycle of inquiry.
- Honors, AP Lit, and AP Lang are courses students can choose from.
- ELD 9 pilot program (2022-23) ELD 9 fall and students take CP 9 spring.

ISP

- ISP provides an effective, rigorous, relevant and coherent curriculum via an online program Edgenuity, based on current educational research and thinking that supports the academic standards.
- ISP uses an online platform approved by UC/CSU colleges. Curriculum is standards based. Courses are a-g and ISP staff adheres to requirements set by colleges to maintain course compliance; courses are frequently updated.

Math

- Standards based math curriculum: Carnegie Learning for Math 1-3.
- Common Scope and Sequence for courses as well as common rubric based grading on unit assessments.

PE

- Establish and maintain healthy levels of physical fitness with the PFT and fitness assessments.
- Writing across the curriculum with journal questions helping support writing in core classes.

Science

- Piloting Stile curriculum which is based on NGSS.

SpEd

- Teachers create skills support based on core class needs.
- On-site training (fall 2022) from AVID site coordinator focusing on note-taking and summary writing skills to incorporate in Study Skill classes.

Social Sciences

- Pearson is the Board adopted curriculum.
- Stanford History Education Group (SHEG) Inquiries to History and Material.
- Modified writing DBQ's and LEQ's across all levels.
- Utilization of and teaching of PURDUE OWL for citation and research sourcing.
- AP World, APUSH, & AP Gov/Econ are advanced options for students with AP World being the newest addition to the department.

VAPA

- Formulating curriculum based on Visual and Performing Arts Standards.
- Teachers are utilizing curriculum to develop lessons, projects, and assessments.

World Languages

- Piloting new curriculum Carnegie Learning for all classes except Russian.
- Russian uses a teacher-created curriculum based on language standards.

B1.2 Congruence with Schoolwide Student Goals

CTE

- Standards based on current industry needs and practices.
- Twice-yearly advisory meetings with professionals in the field, college professors, and other content specialists who updated RCHS class focus with current practices and identify industry needs in order to make curriculum design.

ELA

- English electives, AP and Honors courses are a-g approved. All English classes except ESL meet a-g requirements.
- Elective courses: Creative Writing, Film and Literature, Poetry, and Science Fiction.

ISP

- ISP has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.
- ISP academic standards are substantially equivalent in quality and quantity to campus instruction and graduation requirements evidenced by ISP students' transcripts.

Math

- Students are required to pass Integrated Math 1 and 2 in order to graduate.
- Introduced new courses to prepare students for college math: Transition to Quantitative Reasoning (TQR) and Quantitative Reasoning with Advanced Math Topics (QRAT).

PE

- Freshman PE meets state standards.

Science

- Science academic standards meet graduation requirements of 1 year Life Science, 1 year Physical Science.

SpEd

- Transition lessons and activities for students to gain real life experience for after high school.

Social Sciences

- Social Science academic standards meet graduation requirements of 1 year World History, 1 year U.S. History, and 1 year Government/Economics.

VAPA

- High number of students who are moved into advanced ensembles because they are introduced to course standards that prepare them for advanced levels of music.

World Languages

- Chinese, French, Russian, and Spanish language courses offered to students to prepare for college.
- Graduation requirements of two years for one language, however increased elective requirements help students become more fluent in specified language.

B1.3 Academic Standards and College and Career Readiness Indicators

CTE

- Assessments designed to measure student mastery based on content standards through practical work and content familiarity and use.

BFFS

- All curriculum aligns with College and Career Readiness Anchor Standards.
- The curriculum incorporates cross-curricular standards with ELA, Math, NGSS, History and Social Science, and CTE.

ELA

- Continually developing and revising formative assessments used by grade level, but need further professional development on assessment creation.
- i-Ready assessment given twice per term to assess student levels at entry and exit of course.

ISP

- There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. College approved online platform monitored by credentialed teachers.

Math

- Requiring use of academic language and written justifications on tests and math journals.
- i-Ready assessment given twice per term to assess student levels at entry and exit of course
- Working towards state test score improvement.

PE

- Course sequence builds on one another for skills and concepts mastery.
- Skill development assessed by students, peers, and instructors based on some common rubrics.
- Fitness plan in 10th grade builds off 9th grade nutrition concepts.

Science

- Science practices and lab activities are NGSS aligned and require Claim-Evidence-Reasoning.

SpEd

- Creating differentiated assignments that are aligned with the level of each individual student.

Social Sciences

- Currently revising and developing both horizontal and vertical assessments across both courses and grade levels.
- Working on developing standardized writing rubrics aligned to CCCS and CSSS.

VAPA

- Performing arts classes prepare students to advance to high level ensembles and advanced performance options.
- Common rubrics utilized in Photography, 2-D, 3-D, and Ceramics courses.

World Languages

- Creating assessments that follow standards and measure students readiness/mastery.
- Written and oral assessments used to assess student skills.

B1.4 Curricular Integration

CTE

- CTE pathways and content are integrated with English, math, and science academic courses
- Student schedules need to be balanced if a student participates in AgriScience, Culinary, or BITA Construction courses because they take place at the Bryte campus.

ELA

- English has a common writing structure: CeESS paragraph for analysis and Objective Summary writing. Common rubrics are being developed across the department after success within grade level teams.
- ELA and Social Sciences would like to integrate writing structures within departments with the eventual goal of common writing format and rubrics used across curricular areas.
- Integration of historical events and issues to provide context for culturally relevant and engaging texts / articles.

ISP

- There is integration and alignment among academic and career technical disciplines at the school. ISP offers some CTE courses online and students have the option of taking CTE courses on campus.

Math

- Some math sections are purely students in our Engineering Academy.

PE

- Journal writing incorporates writing standards and connections to science concepts.

Science	<ul style="list-style-type: none">• Biomedical program supports science career readiness under the Biomedical and Patient Care Pathways.
SpEd	<ul style="list-style-type: none">• In SDC and Study Skills integration of math, English (spelling/writing), and history.
Social Sciences	<ul style="list-style-type: none">• Collaborating via Department PL time with ELA to standardize writing using CeESS paragraph model and structure (Claim, elaboration, evidence, support, and summary statement).• Non-AP sections utilize modified DBQ's and LEQ's to increase rigor and expose students to potential AP course opportunities (Document Based Q's & Long Essay Q's).• Integration of two academies within core sub: CTE-Tech Academy and Agriculture Academy.
VAPA	<ul style="list-style-type: none">• Vocal music instructor is working with the theater instructor to introduce a curriculum pertaining to musical theater.
World Languages	<ul style="list-style-type: none">• Integration of math, history, and geography in curriculum and lessons.

B1.5 Community Resources and Articulation and Follow-up Studies	
CTE	<ul style="list-style-type: none">• Each CTE pathway maintains a board of Advisors. These community and industry professionals are our go-to connections for a range of industry site visits, college and training center tours, guest speakers, mentorships and internships. For example:• Biomedical partnership with the California Society of Anaesthesiologists and UC Davis Department of Anesthesiology — provides students with the opportunity for mentorship from doctors studying anaesthesiology, clinical tours and demonstrations, and networking with healthcare & academic professionals.<ul style="list-style-type: none">○ Previous articulation between CCs and RCHS courses (need to be renewed as of 2022):<ul style="list-style-type: none">■ American River College: AC/DC Circuitry and Digital Electronics■ Woodland Community College: Farm to Fork 1, Farm to Fork 2■ In progress — Woodland Community College: Emergency Medical Response
BFFS	<ul style="list-style-type: none">• Credits articulate to college if a student earns a B or higher and they sign up for the articulation credit.
ISP	<ul style="list-style-type: none">• ISP engages with community partners and resources, articulates regularly local colleges and universities, and technical schools. Arrange service learning at Computers 4 Kids and Out of the Box Ministries. Recommend Discovery (DCA) to students who fulfill requirements. Liaison to community college courses or Sacramento State's ACE program.

Criterion B2. Equity and Access to Curriculum

B2.1 Variety of Programs — Full Range of Choices	
CTE	<ul style="list-style-type: none">• Six CTE industry sectors are represented by 10 high-quality pathways (“high-quality” as evaluated by the CTE Incentive Grant (CTEIG)).
ELA	<ul style="list-style-type: none">• College Preparatory, Honors and AP, ELD, and ESL courses. English electives Electives: Creative Writing, Film and Literature, Poetry, and Science Fiction.

- AP Language increased enrollment.
- ISP
- Students and parents are involved in selecting courses and discussing goals. Intake/enrollment meetings are conducted with each student and their family when enrolling into the program.
- Math
- After Math 3, students have options to take either Statistics, AP Statistics, Pre-Calculus, or QRAT. After Math 2, Seniors can take Personal Finance or TQR. Students can take AP Calculus after they take Pre-Calculus.
- PE
- Advanced dance is the third class in the course sequence. All students participate in the fall or spring dance show. All levels perform and learn choreography in addition to other dance concepts.
 - All students are allowed in the elective classes after completing their PE credits towards graduation.
- Science
- Currently looking at expanding offerings to include more classes that are accessible to subgroup populations. Added APES, Pre-AP Chem and have proposed Conceptual Physics.
- Social Sciences
- Standards-based history courses (World, US History, Gov/Econ) and additional electives: Ethnic Studies, Mock Trial, Psychology, Art History, and Women and Gender Studies.
- SpEd
- Students are offered career exploration, elective, and post-secondary lessons, (career, college, and daily living), to support and prepare for postsecondary education.
- VAPA
- VAPA offers courses at multiple levels (Beginning, Intermediate, Advanced, and AP).
- World Languages
- Four different languages offered: Chinese offers levels 1-4, French 1-4 and AP French Language and Culture, Russian 1-4 and Russian Language Arts (RLA) 1-3, and Spanish 1-4, AP Spanish Language and Culture, and Spanish Language Arts (SLA).

B2.2 Access to Curriculum, including Real World Experiences, by All Students

All subject areas:

- River City uses Google Classroom and Canvas as their Learning Management Systems (LMS). Each LMS provides students with general exposure to an online learning environment which transfers to college readiness.

CTE

- Ten pathways are in a CTE-recognized CTSO (Career & Technical Student Organization) that promote student leadership, outside initiative, and real-world application of the content. Students have the opportunity to receive certifications through CTE classes and CTSO participation.

ELA

- Digital scaffolds for assignments relating to writing and unit specific standards. Paper copies of scaffolds made available to students upon request or per IEP/504.
- Push-in classes eliminated (22-23) so students can be spread out and receive 1-on-1 time with gen ed teacher.
- ELD 9 pilot class (22-23) where students are in ELD 9 in the fall and are placed in a college preparatory English 9 class in the spring.

ISP

- Students are taking all courses in an online UC/State approved, standards based curriculum and have the option to take courses on campus if desired. Students' files show enrolled courses and courses on campus if any.

Math

- Carnegie textbook has multiple options: physical, online in English and online in Spanish.
- Carnegie and in class lessons include activities for all learning styles.
- Textbook focuses on problem based learning which allows for more real world applications of math.
- Transition to Quantitative Reasoning (TQR) & Quantitative Reasoning for Advanced Math Topics (QRAT) classes available to prepare students for mathematical reasoning in college.

PE

- Personal fitness plans, First Aid, safety, Anatomy provide students with real-world experience and knowledge to live healthy and safe lives.
- All courses have unit plans that include Google slides, vocabulary, course objectives and outcomes.

Science

- STILE piloted curriculum features text to talk and other ADA features.
- Biomedical and Patient Care CTE Pathways provide access to real world experiences.

SpEd

- Diverse modes of responses, differentiated activities for individual learning levels. Mock experiences happen in class for real life experience practice.
- Transition lessons are a part of each student's IEP to ensure they are meeting certain benchmarks to become a successful citizen in their community.

Social Sciences

- Mock voting elections and real-world voter registration drives for 11 and 12 graders.
- Current event analysis with connection to CSS standards.
- Personal experience relationships to curriculum and courses.
- Field trips to relevant local historical sites or institutions.

VAPA

- All teachers work 1:1 with students who may need additional supports and services to ensure that they are understanding the curriculum and standards.

World Languages

- Cultural field trips to museums and restaurants.
- Cultural events on campus: Dia de los Muertos.

B2.3 Student-Parent-Staff Collaboration

All subject areas:

- All teachers use either Google Classroom or Canvas LMS to communicate with families about assignments, student work, and grades. Teachers email grades home through Aeries Student Information System.
- Parental involvement in academics is sparse compared to involvement in other activities such as sports.
- IEPs and 504s communicated with teachers. Some parents follow up throughout the term and communicate student needs, but not all parents.

CTE

- Each pathway holds a twice-yearly advisory meeting that reviews curriculum, instruction, transitions, and outcomes. Advisory members provide updates on new developments in industry and at the post-secondary level.

ELA

- IEPs and 504s generally include specific writing goals which are supported in the classroom through scaffolded assignments.
- AP Lang and AP Lit are available for college credit if tests are passed.

ISP

- Parents, students, and staff collaborate in developing and monitoring students' personal learning plans and goals.
- Teachers meet with students individually once a week to discuss progress toward goals, attendance, grades, and any needs, concerns, or extracurricular campus activity. Parents are sent a weekly summary. Parents and students can contact their teacher anytime with any concerns or questions.

Math

- Academic Outreach with a math teacher is available after school for students who need more support.
- AP Statistics & AP Calculus courses are available for college credit if tests are passed.

SpEd

- Parents attend IEP meetings and communicate needs and goals for students in academic and social-emotional settings.
- Case Managers communicate frequently with parents via phone, email, and text.
- IEP teams including, school staff, parents and students, are in continuous communication during the year in order to keep students on track for their IEP goals.

ACS WASC Category B. Curriculum Summary

Areas of Strength

1. Variety of programs to support student interests and career pathways and with the increased graduation requirements, students are exploring more enrichment courses.
2. Student survey data indicates positive academic and classroom expectations which speaks to the consistency with the RISE PBIS expectations, teacher practices are predictable and flexible for students.
3. Curriculum is more uniform, aligned to standards, and readily accessible to students. Standards and instruction are a focus area in PLC time by conversations beginning to shift from a focus on teaching to a focus on learning.

Areas of Growth

1. ELL and SpEd data suggest needed support in all academic areas.
2. Math proficiency falls below standards and creative solutions need to be developed to address student learner needs and get 9th and 10th grade students on track to graduate.
3. Curriculum support and intervention needs to be built into the school day in order to support all students.

Category C: Learning and Teaching

Focus Group C Notes

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

C1.1 Results of Student Observations and Examining Work

CTE

- Certifications earned through multiple coursework (see Focus Group C Notes). Each pathway competes regionally in CTSO competitions at local and state levels.
- Food Handler’s card at the end of Culinary 1
 - 2020-21: 85
 - 2021-22: 118
 - 2022-23: 61 (Fall ‘22)
- BITA students compete in a regional shed competition and have earned first place the last three years.
- Majority of beginning AgScience students earn their green hand degree.

ELA

- Common standards, texts, and skills at each grade level which are continuing to be refined in the PLC process.
- Rubrics created in Canvas and Google Classroom and shared among grade level teachers for continuity.
- Growth in number of students taking AP Lang and Lit over the last three years.
- Increased CAASPP scores for the last two years.
- PLC are focusing on common standards in grade level groups and ELD / ESL.

ISP

- Students have access to online, a-g, college preparatory and credit recovery courses through Edgenuity.
- Students have access to a variety of core classes and electives including AP, Honors, CTE, and pathways.

Math

- Standards based grading for tests with rubrics for Math 1-3.
- Formative assessments in Quizizz, Edualstic, and Khan Academy for students to self-assess.
- i-Ready assessment data and CAASPP data indicate mathematics needs.

PE

- Standards and skills reviewed at the beginning of each unit.
- Peer and self-assessment skill sheets based on plus or minus rubric.
- Checks for understanding with journal questions and skill performance throughout the unit.

Science

- Students engage in relevant and meaningful lab activities.
- Students write full lab reports and engage in hands-on standards based labs and activities to increase student engagement and learning opportunities.

SpEd

- IEP accommodations reviewed by Case Manager and students encouraged to advocate for their learner needs.
- Core class standards reviewed and supported in Study Skills with differentiated lessons to support learning.

Social Sciences

- Curriculum aligned with California State Standards and California State Social Science Framework as well as use of Stanford History Education Group.
- Student academic writing samples, primary and secondary source analysis.
- Project-based models aligned to CSSSF standards.
- Common assignments and assessments in subject level courses.

VAPA

- Visual and Performing Arts Standards reviewed and assessed in all classes.

World Languages

- Piloting Carnegie Learning in all languages, except Russian.

C1.2 Student Understanding of Learning Expectations

CTE

- CTE Model Curriculum Standards communicated, practiced, and assessed in the classroom.
- Assessments designed to be a combination of projects based and standardized tests.

ELA

- Standards aligned with each grade level Curriculum at a Glance (CAAG).
- AP Lang students maintain a portfolio to show their growth in writing.

ISP

- Reports from Edgenuity indicate course completion rates.
- Four-year plans created for each student.

Math

- “I Can Concepts” standards where students can see what they need to do to get a 10/10
- Some teachers have learning targets, lesson objectives, or essential questions to guide lessons.

PE

- Each unit includes skills and learning targets being assessed for students.

Science

- All science courses aligned with NGSS standards.
- Piloting STILE curriculum this year.

SpEd

- Review standards and skills in core academic classes during Study Skills.
- Math and English concepts practiced in SDC classes.
- Life skills with specific tasks learned and assessed for transitional programs.

Social Sciences

- Common Core standards, Learning Essential Questions (LEQs), Document Based Questions (DBQs) posed at the beginning of units.
- Historical thinking strategies and questioning scaffolds.
- Models of authentic historical writing and citation.
- Clearly stated course expectations and goals via syllabus.

VAPA

- Performing arts classes prepare students to advance to high level ensembles and advanced performance options.
- Common rubrics utilized in Photography, 2-D, 3-D, and Ceramics courses.

World Languages

- “Can do statements” in piloting textbooks - skills students will be able to do by the end of the unit.
- Some teachers write objectives on board, include in slideshows, and/or read them to students.

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources

C2.1 Teachers Facilitate Learning

Multiple subject areas:

- Provide speaking and listening standards through presentations, classroom discussions, lab reports, or project based learning.
- Some teachers use AVID strategies such as note-taking, summary writing, Socratic seminar, and philosophical chairs to facilitate learning.

- Digital discussion based questions posed on LMS (Google Classroom or Canvas) to model college level discussions.
- Culturally relevant and responsive texts, articles, and inclusive historical figures included in multiple subject areas and classes.
- Digital tools such as PearDeck, Padlet, Desmos, Edulastic, Quizizz, EdPuzzle, NearPod, MATHia, WeVideo, FlipGrid used to provide students with agency over learning and demonstrating mastery of standards.
- Curriculum aligned with California State Standards.

BFFS:

- Offered Articulated Credit with Sacramento City College for 3 free college units.
- Students create resumes and cover letters.
- Students go through a Mock Interview where they dress professionally, provide their resume and cover letter, and interview with the community and board members to gain interview experience.
- Students create a 10-Year Plan that shows their academic, personal, and professional goals
- Students create a detailed budget of the life they want when they are 35 Years Old. This includes housing, transportation, insurance, kids, clothes, food, sundries, furnishings, retirement, and savings.
- Students create 4-Year academic plans which are reviewed after the Grade Level Assemblies and/or Senior Seminar course.
- Students research careers that require college degrees and don't require college degrees,
- Students research post-secondary options for their future.

C2.2 Student Voice and Agency

Multiple subject areas:

- Desmos lessons for Math
- Student choice for Independent Reading Project at 10 and 11 ELA classes
- Culturally relevant and responsive texts, articles, and inclusive historical figures included in multiple subject areas and classes
- Digital tools such as PearDeck, Padlet, Desmos, Edulastic, Quizizz, EdPuzzle, NearPod, MATHia, WeVideo, FlipGrid used to provide students with agency over learning and demonstrating mastery of standards.
- Journal writing connecting to course concepts or social-emotional wealth and well-being

C2.3 Digital Learning and Problem Solving

Multiple subject areas:

- Google Classroom or Canvas as the LMS for classroom
- COVID-19 pandemic propelled all learning into digital realm and teachers created all lessons to be used in virtual or hybrid-environment
- PE found unique ways for students to stay physically fit during distance learning by using items around the home for equipment, providing students with a bag of basic equipment, and posting workouts/activities that used little to no equipment.
- Digital tools such as PearDeck, Padlet, Desmos, Edulastic, Quizizz, EdPuzzle, NearPod, MATHia, WeVideo, FlipGrid used to provide students with agency over learning and demonstrating mastery of standards.
- Science piloting new technology to help with virtual labs and activities
- Students in Math 1 are struggling and need more support and/or intervention in math skills in order to advance to the next level.

C2.4 Career Preparedness and Applied Learning

Multiple subject areas:

- CTE has 40-hour externship in the field of study
- CTE has a career partnership office
- Service Learning Hours requirement for graduation
- [BFES](#) and [Senior Seminar](#) courses include 4-year and 10-year plans to help students move beyond high school scope
- Academy students can participate in mentorship program for career
- Computer programming and gaming courses connect to real-world careers
- English courses prepare students for career and college level writing with resume building, cover letters, and email etiquette.
- PE by the end of the sophomore year students have their own personal fitness plan

ACS WASC Category C. Learning and Teaching Summary

Areas of Strength

1. Essential standards based lessons and instruction are an area of focus moving into the PLC model.
2. A variety of modalities are being used to increase student engagement.
3. Learning Management Systems (LMS) such as Google Classroom and Canvas have provided predictability and streamlined implementation of lessons, assignments, and activities.

Areas of Growth

1. Identify and provide professional development on school wide instructional norms (i.e. leveled questioning, note-taking, summary writing, and common writing practices).
2. Professional learning on how to create, collect, and assess student data in order to inform instruction and create real-time feedback for student academic growth.
3. Provide intervention in math to increase performance in Math 1 for 9th and 10th grade students to be on track for graduation and in order to move towards a higher level of mathematics.

Category D: Assessment and Accountability

Focus Group D Notes

Criterion D1: Reporting and Accountability Process

D1.1 Professionally Acceptable Assessment Process:

- CTE
 - Biomedical, engineering, and robotics pathways administer a common national assessment at each pathway level
 - Students receive training to take assessments for industry certificates
- ELA
 - i-Ready diagnostic administered twice per term
 - Developing common formative and summative assessments in PLCs, but further professional learning needed for creating relevant assessments
- ISP
 - ISP staff meet once a week with Assistant Principal and support staff as needed to discuss student progress and performance.
- Math
 - Common assessments in all classes that are not singletons
 - i-Ready diagnostics administered twice per term
- PE
 - Common formative and summative rubrics and unit assessments across courses
 - Fitness testing
- Science
 - Common assessments across courses
 - CAST data
- Special Education
 - IEP assessments and evaluations follow state guidelines
- Social Sciences
 - Working to rebuild common summative assessments across courses
- VAPA
 - All courses have formative and summative assessments specific to standards and learning targets within subject matter

D1.2 Basis for Determination of Performance Level:

- CTE
 - Investing PLC time to develop and implement monitoring of students skills and progress
- ELA
 - i-Ready diagnostic
 - Developing alignment and common rubrics for formative and summative assessments in grade levels. Department alignment in infancy stages and will be developed during PLC time.
- ISP
 - ISP works in one classroom which promotes consistency in grading, monitoring growth, and performance among students. Continuous program improvements and adjustments are made effortlessly because of the proximity and cohesiveness of staff.
- Math
 - iReady diagnostic for Math 1-3
 - Collaboration time to ensure consistent grading
 - Team collaboration sessions have focused on creating/revising rubrics for common assessments
- PE
 - Peer assessments, formative assessments, and summative assessments for all units
 - Fitness testing

- Science
 - Teacher collaborate to identify materials and standards required for students to learn
 - CAST data
- Special Education
 - Monitor student growth through i-Ready assessments
 - individualized annual IEP meetings to review student performance, academics, and progress on goals in the areas of math, reading, and comprehension
- Social Sciences
 - Working to rebuild common summative assessments through PLC and department meeting time. There are currently no common assessments in any courses besides AP.
- VAPA
 - Performance levels determined through each course's standards and skills assessments.
 - Evidence of student work and/or skills assessed through mediums or performances by teachers.
- World Languages
 - Assessments are aligned to standards and similar between three of the four taught lessons

D1.3 Assessment of Program Areas:

- CTE
 - Twice-yearly advisory meetings with multiple stakeholders to discuss curriculum, content, and skills as well as plan guidance moving forward.
- ELA
 - i-Ready diagnostic used to gather data, but more professional learning is needed on how to disaggregate and apply data to inform classroom instruction.
 - Developing alignment and common rubrics for formative and summative assessments in grade levels. Department alignment in infancy stages and more time and professional learning needed to establish alignment within and across grade levels.
- ISP
 - Maintain a summary of weekly meetings in the student's supervisory folder. Teachers have the ability to customize courses for individual students to challenge and/or add relevant curriculum as seen on students' course view and progress report.
- Math
 - iReady diagnostic for Math 1-3, but more professional learning is needed on how to disaggregate and apply data to inform classroom instruction.
 - Collaboration time to ensure consistent grading
- PE
 - Peer assessments, formative assessments, and summative assessments for all units
 - Fitness testing
- Science
 - Teacher collaborate to identify materials and standards required for students to learn
 - CAST data
- Special Education
 - Case managers check in with student work, are frequently added to Google Classroom as a student or teacher to monitor student progress, and work with general education teachers to assess and monitor student learning.
- Social Sciences
 - Working to rebuild common summative assessments through PLC and department meeting time. There are currently no common assessments in any courses besides AP.
- VAPA
 - Multiple formative and summative assessments used in Choir, Piano, Visual Arts, Music, Digital Photography, and Ceramics.

- World Languages
 - Assessments are aligned to standards and similar between three of the four taught lessons

D1.4 Schoolwide Modifications Based on Assessment Results:

Multiple subject areas:

- Schoolwide Grade Level Assemblies (Fall 2022) transcript check to allow students to self-monitor academic progress and instill awareness of graduation requirements.
- Daily and weekly formative assessments to check in and adjust for student learning.
- Summative assessments with options for redos if a student wants to show mastery of learning after re-teaching concepts.
- Grade level and subject level common assessments, midterms, and finals.
- PE has SMART Goals for students to set specific measurable, achievable, relevant, and time bound goals for an activity or unit they want to accomplish.
- Digital tools such as PearDeck, NearPod, Khan Academy, Quizizz, and Edulastic used to monitor and assess student learning in real time.
- Visual cues such as thumbs up/down, scale of fingers, whiteboards, and Kagan strategies used to monitor and assess student learning in real time.

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

D2.1 Monitoring Student Growth:

- ELA
 - i-Ready implementation has been met with challenges due to lack of professional development for teachers. Training on implementation, data analysis, and instructional purpose needs to be addressed if it's going to be a successful tool to help student learning.
 - Developing alignment and common rubrics for formative and summative assessments in grade levels. Department alignment in infancy stages.
- ISP
 - ISP teachers attend a yearly conference to stay compliant and learn new techniques used by other ISP programs in California. Information is shared to improve program and assessment results.
- Math
 - iReady diagnostic implementation has been met with challenges due to lack of professional development for teachers. Training on implementation, data analysis, and instructional purpose needs to be addressed if it's going to be a successful tool to help student learning.
 - Collaboration time to ensure consistent grading
- PE
 - Peer assessments, formative assessments, and summative assessments for all units
 - Fitness testing
- Science
 - Teacher collaborate to identify materials and standards required for students to learn
 - CAST data
- Special Education
 - During annual IEP, Case Managers will review transcripts, classes, and grades to make sure the student is on track to graduate.
 - Case Managers communicate with teachers to help support students in classes.
- World Languages

- Seal of Bi-literacy results continue to increase and demonstrate strong language programs.

D2.2 Teacher and Student Feedback:

Multiple subject areas:

- Google Classroom and Canvas comments function to provide students with feedback on assessments of learning standards.
- Options for students to redo assignments after they receive feedback and/or reteaching time with the teacher.
- Pacing is adjusted based on weekly formative assessments as well as exit tickets and/or discussion posts in a digital classroom environment.
- Some teachers elicit feedback from students on curriculum, assignments, classroom activities and effectiveness for learning skills or concepts of the course.
- Some teachers check in with Case Managers and IEP accommodations to monitor and help students pass courses.

D2.3 Demonstration of Student Achievement:

Multiple subject areas:

- Teachers use an array of digital formative assessments such as Quizizz, Kahoot, EdPuzzle, Google Forms to monitor student achievement and adjust instruction as needed.
- The English department uses CeESS paragraph writing structure and some grade levels are using the same rubric to assess student achievement.
- Common assessments used in Math 1-3 to monitor student achievement.
- i-Ready assessment data suggests students do not have grade level skills in English and Math. However, CAASPP data suggests English skills are improving.
- The English department is in the infancy stages of developing formative and summative assessments to monitor student achievement, but more professional learning is needed to create relevant and useful assessments.
- Common assessments needed across courses to help monitor and assess student achievement to inform instruction.
- Math 1 student data suggests an area of improvement for students. Multiple students need intervention of skills and concepts in order to move on to Math 2. Students are struggling with math concepts as evidenced in CAASPP and i-Ready data.
- Science and World Languages piloting curriculum this year which includes standards and skills students should learn by the end of each unit. Formative and summative assessments provide feedback on student achievement and need for reteaching.

ACS WASC Category D. Assessment and Accountability Summary

Areas of Strength

1. Departments have common assessments.
2. Special Education teachers communicate effectively with general education teachers with accommodations and learner needs specific to IEPs.
3. CAASPP English data showing consistent improvement over the last three years which speaks to PLC training during the 2020 summer and skills / essential standards focus.

Areas of Growth

1. Analysis of student work needed to inform, modify, and identify best teaching practices for the area of need.
2. Professional learning provided for consistently sharing, discussing, and utilizing ELPAC scores to address English Learner needs.

3. Build capacity within teacher leadership to administer professional development on data collection, analysis, and refinement (i.e. PLC).

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth **Group E Focus Notes**

Criterion E1: Family and Community Involvement

E1.1 Strategies and Processes:

- Use of digital communication such as Remind, Google Voice, Aeries Teacher Email Portal, Catapult, RCHS social media, classroom Instagrams, Google Meets for parent meetings, and Phone Call Fridays.
- Community events such as Back to School Night, Booster Meetings, Athletics events, Dance Show, Choir and Band performances, and RCHS Productions.
- Access to students grades through Aeries, Google Classroom, and Canvas digital spaces.
- Raider Parent Network has monthly meetings and agendas where families can participate.
- School Site Council and ELAC have meeting minutes and agendas available for families to participate in and review if interested. Area of need is parental involvement and commitment to SSC and ELAC.
- Student and Parent focus groups for Mission/Vision statement, district-wide Strategic Plan [Portrait of a Graduate](#) with Superintendent and multiple stakeholders.

E1.2 Inclusive Cultural Understanding:

- Multicultural celebrations on campus (multicultural week, multicultural homecoming rally, Dia de Los Muertos ofrendas, Kwanzaa celebration, cultural month celebrations).
- Cultural focused students clubs such as MEChA, BSU, API.
- The English department includes culturally relevant and inclusive novels from COVID-19 funds.
- The English Learner Advisory Committee (ELAC) provides space for parents to become involved with EL student learner needs.

E1.3 Rapport and Trust:

- Students report strong relationships with teachers in the WASC Student Survey and they have an adult on campus they feel connected with.
- Schoolwide communication (Catapult, social media, teacher digital classrooms, weekly announcements, teacher emails and phone calls home).
- 8th grade parent night for incoming students, summer bridge and orientation for smooth transition into high school.
- Campus Security Monitors (CSMs) foster relationships between students, teachers, staff, and families.
- Create teacher leader teams to build agency and teacher efficacy such as PBIS, department leaders, safety team, and the high school transition (HST) team.
- Staff and Admin celebrate school year - [2022-23 Celebration Slides](#)

Criterion E2: School Culture and Environment

E2.1 Policies and Resources:

- PBIS RISE (Respectful Inclusive Safe Engaged) school wide behavioral expectations. Posters in classrooms, RISE language used on syllabi, teachers recognize students with Raiders on the [RISE QR code](#) and [RISE postcards](#) mailed home to families.
- New Facilitron system in place for staff to request MOT needs in the classroom and on campus.
- Visitors register with the Raptor visitor pass system which includes visitor information and facial identity.
- Campus is cleaned and sanitized, portable air filters in each classroom, PPEs available upon request.

- Grounds are maintained and kept beautiful.
- Site Safety Team meets regularly, develops and evaluates comprehensive safety plan, and communicates with staff to elicit feedback and provide solutions oriented feedback for campus safety.
- E-Hall Pass allows teachers and students to create passes for the bathroom and other outside-of-classroom needs. Admin can set A/B polarity to prevent specific students from being out together, limit pass numbers based on CSM staffing needs, and monitor students out of classroom time with the office platform.
- Tardy sweeps encourage students to get to class on time.
- BFFS class, 9th Grade Orientation, and Grade Level Assemblies communicate school wide behavioral expectations.
- GoGuardian is an online software that helps teachers manage student devices and help keep students safe and on task online.

E2.2 Trust, Respect, and Equity:

- PBIS school wide behavioral expectations (RISE) in place.
- Caring and welcoming classroom environments
 - Some teachers have SEL check-in slides on specific days of the week
- RISE Center for SEL support in place for students to access.
- Raider Cafe for academic support and a safe place to socialize with peers.
- District SEL Coordinator hired.
- Suspension alternatives.
- Mending Matters survey assigned to specified class period which gathers feedback from all students regarding mental health needs and concerns.
- Academic Outreach provides students with support to meet high expectations.
- Back to School Night clearly communicates expectations to families who attend.
- Aeries interventions communicated with administration and other teachers.

E2.3 School Culture:

- Managing behaviors in positive ways from PBIS training and implementation.
- RISE acronym and reinforcement around campus including RISE posters, QR code for recognition, and [RISE postcards](#) mailed home to families recognizing positive behavior.
- We acknowledge, embrace, and honor diversity with clubs and activities, spirit week, cultural rally, mission and vision, daily announcements with themed months to include diversity, and supporting student learner needs based on experiences and abilities.
- The English department includes culturally relevant and engaging texts.
- The Peer Mediation program helps students resolve conflicts.
- Link Crew helps run Freshmen Orientation and connects with students throughout the year.
- Leadership students are active and involved on campus. They provide multiple activities that are inclusive of student experiences and cultural backgrounds.
- Honor Roll recognizes students academic achievement.
- [River City High School Parent and Student Guide to Athletics](#) is shared with student athletes.
- Student art murals around campus build community and sense of pride.
- PE and Band have peers teaching peers.

Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Support

E3.1 Multi-tiered Support:

- MTSS protocols and systems are refined with clear guidelines for teachers and staff.
- PBIS school wide behavioral expectations (RISE) established in 2020 virtually and then fully implemented in fall 2021.

- Caring and welcoming classroom environments
 - Some teachers have SEL check-in slides on specific days of the week
- RISE Center opened fall 2021 and students can request to attend via e-hall pass.
- [Suspension alternatives](#): All programs are 2-day programs with students participating in virtual educational sessions for 2 hours each day.
- Mending Matters survey assigned to specified class period which gathers feedback from all students regarding mental health needs and concerns.
- Academic Outreach provides students with support to meet high expectations.
- Case managers work closely with general education teachers to help support students with IEPs.
- WASC Student Survey indicates increase in student connection to school, teachers, and learning environments.
- Improve Your Tomorrow (IYT) program supports male students of color.
- Communicare, full-time nurse, social worker, and psychologist on site.
- California Academic Partnership Program and the HST Grant funded the 40-hour summer school program “My Journey to College” for incoming ninth graders attended by over 100 students in summer 2022 which focused on math, English, and supporting college aspirations for underrepresented populations.

E3.2 Multi-tiered Support Effectiveness:

- MTSS protocols and systems are refined with clear guidelines for teachers and staff.
- MTSS team meets weekly to review new student referrals and follow up on students from previous cycles.
- MTSS Team is comprised of: Administrator, School Psychologist, School Social Worker, Home-School Liaisons, Foster Youth Liaison, Outreach specialist, Counselors, and a school secretary.
- I can link data if you want: 2022 Fall, 2021/2022 school year, 2020/2021 school year
- Team helps implement Tier 2 supports and can recommending moving students to Tier 3 supports (SST).

E3.3 Student Involvement:

- Student clubs, sports, and activities (HOSA, Thespians, Skills USA, Girls Who Code, Fellowship of Christian Athletes, FFA, Culinary CTSO, CREATE Mentoring, COMMAND/WANTED/NEXT LEVEL Dance Crews, Gender Health Club, and more).
- The RAPIDS, a student group who fosters school spirit at events.
- Student participation in Honors, AP coursework, CTE, and elective courses that they’re interested in and relate to long-term academic and personal learning goals.
- Academic Outreach opportunities with subject area teachers to support learning.
- Student Leadership creates activities that reflect our student demographics and interests and fosters a sense of community.
- Student Advisory, a student group who represents the diversity on campus meets with the principal and Superintendent to provide feedback on policies and practices.
- Student representative on the School Board, School Site Council, and ELAC.
- Students report issues or concerns to trusted adults.
- Student representatives on the WUSD Strategic Plan [Portrait of a Graduate](#) committee (2021-22).

E3.4 Student Self Advocacy:

- BFFS have 4-year and 10-year plans. Focus is on envisioning their future, career exploration, and being successful in courses.
- Senior Seminar focuses on senior students who need support applying for colleges, creating a budget, and real-life exploration.
- Students advocate for mental health and request to attend the RISE center, seek out peer mediation, or ask for social services to meet their needs.
- Students are inclusive of their and other cultures, honoring the diversity on campus.

ACS WASC Category E. School Culture and Support for Student, Personal, Social-Emotional, and Academic Growth Summary

Areas of Strength

1. Students have a variety of ways to connect to the school community through academics, extra-curricular activities such as sports or clubs, and through teacher relationships as demonstrated in WASC Student Survey data.
2. Surveys suggest that students feel they are cared for by the faculty, are interested in their classes/curriculum, know what is expected of them, and feel safe on campus and teachers feel connected to their students.
3. Communication with families, students, and staff through multiple sources (Catapult, Google Classroom, Canvas, Aeries, Remind, and RCHS social media).

Areas of Growth

1. Increase opportunities for parental involvement and presence in decision making and academics similar to the strong presence at extracurricular activities.
2. Need for consistency across classrooms regarding common policies (i.e. cell phone use, e-hall pass, etc.)
3. Professional learning grounded in SEL support for all students.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

- Provide academic intervention for students during the school day to help support skills and standards mastery.
- Develop school wide instructional norms including common writing and note-taking practices, leveled questioning, and academic language consistent across all curricular areas.
- Professional learning about data collection, analysis, and application to inform instruction and strategies for teachers to provide authentic and timely feedback to students.
- Build capacity within teacher leadership to administer professional development (ie. PLC, instructional strategies, SEL).
- Build a system where we are consistently measuring our protocols and practices to ensure equitable access to all students.

Chapter 4: Summary from Analysis of Identified Major Student Learner Needs

In addition to the SPSA, each school in WUSD has an individual student learner needs that is linked to the district’s overall strategic plan. For further detail see below.

Student Learning Needs	Areas of Strength	Areas of Growth
Students meeting or exceeding standards in ELA and math	<ul style="list-style-type: none">• Common grading rubrics and assessments for tests in math• Standards based focus at each grade level with common assignments in ELA• Academic Outreach to support core subjects	<ul style="list-style-type: none">• CAASPP data shows decrease in student proficiency in mathematics and higher number of students failing Math 1 than in the past• Creative solutions needed to support students on 4x4 schedule (math support class, courses not taken a year apart, year-long math options)• Common formative and summative assessments in ELA and math
Subgroup populations are struggling in core academic subjects	<ul style="list-style-type: none">• Supportive teachers in all curricular areas to help struggling students or students with IEPs• Academic Outreach, MTSS, and PBIS school wide behavior expectations consistent across campus• Teachers participating in the PLC cycle of inquiry, designed to support a focus on instruction and intervention	<ul style="list-style-type: none">• Professional learning for staff on differentiation, students in small group instruction, differentiation, and accommodations for IEPs and 504s and EL students• Common and consistent grading practices across departments, grade levels, and subjects• Professional learning on data collection, analysis, and practice to inform instruction
Students social emotional well-being and resilience	<ul style="list-style-type: none">• RISE Center access for students to reset when needed• Teachers and staff trained on MTSS referral system• Teachers provide flexibility in the classroom for student emotional needs	<ul style="list-style-type: none">• Student mental health and apathy• Grow resilience among students• Increase attendance rate from 92% to above 95%

Chapter 5: Schoolwide Action Plan/SPSA

[WUSD LCAP Landing Page](#)

[LCAP PDF](#)

[River City High School SPSA](#)

Goal	Identified Need	Action Steps
<p>Goal 1~ College and Career Readiness Students will graduate from RCHS college and career ready with the ability to explore opportunities and solve problems effectively in an ever changing world. Students will demonstrate essential skills in literacy, numeracy, critical thinking, communication, collaboration and citizenship.</p>	<p>In order to increase the percentage of students who graduate from River City High School college and career ready, every student needs to receive additional time and support to learn at high levels. Timely, targeted and systemic interventions are needed to address learning loss and to provide students the ability to excel beyond the standard expectations.</p>	<ul style="list-style-type: none"> ● Provide ongoing professional learning focused on academic language and literacy. ● Equity task force has been created to review that courses provide equity and access for all students, such as AP and CTE. ● Budgets are allocated to provide support in a myriad of programs to provide intervention for student learning and achievement.
<p>Goal 2 ~ High Quality Teaching and Learning Students will be college and career ready through the district’s system of professional practice that incorporates strong collaboration, support, mentorship, development and training for all educators in order for our students to be successful in our changing community and world.</p>	<p>Teachers need professional learning around the PLC process, especially for the analysis of student formative data. Additional opportunities for teacher collaboration outside of the contracted PL time needs to be provided to continue the planning for standards based instruction and data analysis. Special Education teachers need additional time to collaborate with general education teachers and guidance counselors to ensure that students are being provided the least restrictive environment and inclusion support.</p>	<ul style="list-style-type: none"> ● Provide ongoing professional learning focused on the PLC process so that teachers consistently analyze student formative assessment data to adjust instruction and provide tier I intervention. ● Teachers provide additional time and support after school to students who have various challenges and needs. ● AVID Implementation: increase the number of staff trained in strategies and advance toward identifying targeted schoolwide instructional norms

		<ul style="list-style-type: none">• Teachers deliver instruction requiring students to use academic language and leveled questioning• Provide teachers ongoing professional learning around RTI
<p>Goal 3 ~ Culture and Climate Students will find joy through their educational experience and will attend schools in an environment conducive for learning that are safe, healthy, nurturing and supportive as they become independent and lifelong learners.</p>	<p>Identify and create Tier 2 and 3 supports. Implement school-wide clear behavioral expectations to decrease incidents and discipline. Transition incoming freshmen to high school prior to the start of school to decrease</p>	<ul style="list-style-type: none">• Utilize MTSS to identify student need and provide targeted support• Decrease discipline referrals and suspensions by provide ongoing professional learning centered around Tier I best practices (i.e. PBIS and restorative circles/conversations)• Maximize physical spaces on campus to provide for SEL and academic supports and create a safe environment for intervention (i.e RISE center and Raider Cafe)• Consistently meet as a safety team to analyze data and modify systems to increase safety
<p>Goal 4 ~ Community Engagement We will unify our community in culturally sensitive ways to engage all members in the education of our students by increasing the opportunities for families and the community to engage in the decision making process at River City HS.</p>	<p>Increased opportunities for parents and the community to get involved in the decision making process for students.</p>	<ul style="list-style-type: none">• Meet regularly with Raider Parent Network to identify focus topics that parents want to learn more about.• Schedule regular parent informational meetings with administration and teacher leaders to build trust and

		<p>transparency</p> <ul style="list-style-type: none">● Utilize our partners such as United Way and Communicare to strengthen programs
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In our ongoing process of aligning our LCAP, SPSA, [WUSD Strategic Plan Portrait of Graduate](#), and Continuous School Improvement Process Annual Action Plan in the 2022-23 school year. Our current SPSA aligns with our three LCAP goals: College and Career Readiness, Culture and Climate, and Family and Community Engagement. Below is a snapshot of the three goals and how they are being accomplished to date.

Effective school improvement planning is a collaborative process that involves all stakeholders and offers a space to align common goals, beliefs, and actions to help our students thrive in our school, community, and future. River City administrators have been creating Student Achievement Targets during the 2022-23 school year with the goal of implementing the targets in 2023-24. River City High School Student Achievement Targets are: Students' access to Emotional, Behavioral, Mental, & Physical Health Supports, Students meeting or exceeding Proficiency Standards in ELA and Math, and 9th and 10th graders on-track to graduate. The Student Achievement Targets will inform and drive the SPSA starting in spring 2023 with a collaborative effort from Site Council, campus leads, and administrators.

Washington Unified School District is committed to ensuring services funded align with the district and school goals and priorities as outlined in the LCAP (Local Control Accountability Plan). Funding to school sites focuses on providing students and staff with materials, tools, professional development and experiences to support their academic and social emotional learning. Funded services include: special education, LCFF (Local Control Funding Formula), Title I, Title II, Title III, CTE (Career Technical Education) and grants.

Academic Outreach is a site developed program that offers certificated mentor teachers and access to tutoring and homework assistance three days a week to students who need additional support. We also offer a late bus Monday, Tuesday and Thursday for students to stay for tutoring after school. In addition to Academic Outreach, credit recovery classes are offered during the school day called Curriculum Support as an intervention for juniors and seniors who have fallen behind. Academic counselors provide assistance and meet with students who struggle academically, personally or have difficulty coming to school on a regular basis. Each counselor is assigned a day of the week to provide SEL support for students who are struggling to focus in class due to personal struggles.

A wellness center also has been created for students who need additional counseling services from the social worker or the Outreach Specialists. River City High School has a full-time social worker and school psychologist to assist students and as part of a district-wide initiative to support students' learning, RCHS has implemented Multi-Tiered Systems of Support (MTSS). Tier-One Supports focus on research-based and engaging instruction in the classroom.

Tier-Two Supports include support and intervention activities for students outside of the classroom. Tier-Three Supports include weekly team meetings of counselors, school social workers, psychologists, school administrators, attendance personnel, school-home liaisons and other support personnel who implement and follow up on small group and individual student needs.

Lastly, River City's EL program provides academic support through classroom instruction with literature that is accessible to each student's level. The EL coordinator has a period built into the master schedule to collaborate with other teachers, provide professional learning opportunities and monitor student progress.

Staff receive and participate in professional development training during district and site Professional Learning days, grade level and/or department Professional Learning Team meetings, and site staff meetings. Staff also participate in new staff orientation as appropriate and new teachers are provided additional support through mini training sessions organized by administration throughout the year.

Targeted after school professional learning was offered based on staff needs. Administrative staff and teachers were offered and received training in Cooperative Learning and Active Participation Instructional Strategies, Rigorous Curriculum Design, Multi-Tiered Support Services (MTSS), ELD strategies and cycles of inquiry for improvement, Working with Special Populations, Teaching Tolerance, Common Core Mathematics and Common Core ELA and Literacy in other subjects, Classroom Management, Lesson Planning, Safety, and Technology. During the summer of 2022, Administration and the leadership team (department chairs) attended the Professional Learning Institute to gain a better understanding of how to maximize the collaboration time during the Professional Learning Days.

During the past three years, River City has focused on providing teachers professional learning centered around rigor and standards-based instruction has included, DOK, AVID strategies, ELD strategies and the professional learning collaboration (PLC) process. In addition, the need for student engagement and connectedness has been a trend; therefore, professional learning around PBIS, MTSS, and working with special populations has begun and will continue to be a focus in the upcoming school years. In 2019, the district hired teachers to be a part of a technology cadre called the Instructional Technology Leads (ITLs) that provides ongoing professional learning to staff and served as an incredible asset to the faculty during the pandemic.

The overarching goal for River City High School is to align all strategic plans to district goals and narrow the focus to effectively monitor growth. All of which will be done through the lens of equity to ensure that every decision is grounded in the assurance that all Raiders build trusting relationships to inspire curiosity, creativity, and critical thinking. Rich in school culture, we celebrate diversity and foster joy. We are River City High School.

Appendices

Include hyperlinks to relevant evidence:

- A. [Local Control and Accountability Plan \(LCAP\)](#); [WUSD LCAP Landing Page](#)
- B. California School Dashboard Summary performance indicators: [RCHS 2022 Dashboard](#)
- C. [Results of student questionnaire/interviews](#)
- D. [Results of parent/community questionnaire/interviews](#)
- E. [2019-20 California Healthy Kids Survey Summary Results](#)
- F. [Master Schedule](#)
- G. [River City High School Course Catalog](#)
- H. [Summary of School Budget in SPSA](#)
- I. Glossary of terms unique to the school
 - a. [RISE Matrix](#)
 - b. [RISE Postcards](#)
 - c. [RISE Recognition Form / QR Code](#)
- J. Additional Information:
[WASC Focus Groups](#)
[Department Curriculum](#)
[WUSD Portrait of a Graduate](#)
- K. [Classified Guiding Questions for Feedback](#) [Classified Feedback](#)

Appendix explanation for category C:

It is important to note that larger nonrandom samples with low response rates lead to [selection bias](#), wherein the sample differs significantly from the population. For example, if we had given this survey to all RCHS students, and 65% had responded, then we would be excluding the remaining 35% of our students, and we would not be getting responses that represent all students. Similarly, nonrandom sampling also leads to [selection bias](#), because if we deliberately select certain students, we exclude other students. Random samples with high response rates are the only way to make sure all students are represented.

[Click here to return to the WASC survey.](#)

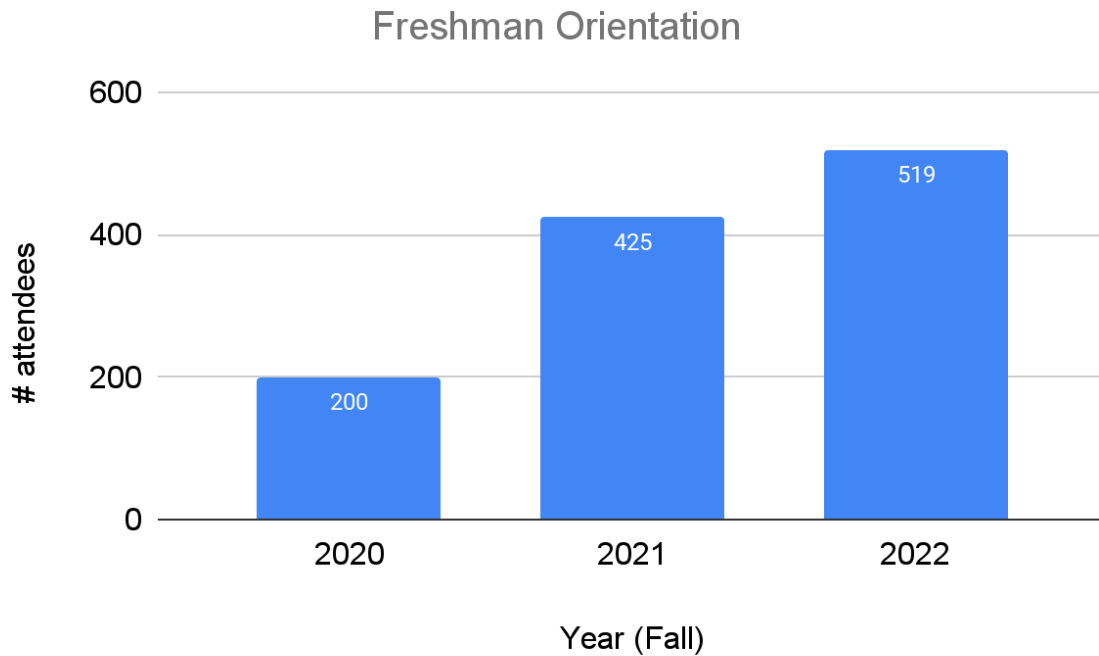
The list of questions in the WASC Student Survey was as follows:

1. I am eager to participate in class.
2. My teachers encourage me to do my best.
3. My teachers are excited to be teaching their classes.
4. My teachers know a lot about what they're teaching.
5. I am interested in learning what my teachers are teaching me.
6. I feel connected to my teachers.
7. I am comfortable asking my teachers about what we are learning in class.
8. The school helps me solve conflicts with other students.
9. I feel challenged in my classes.
10. I know the rules of the school.
11. I know what I am expected to learn in class.
12. Teachers help me be a better person.
13. Teachers provide effective services to children with disabilities or special needs.
14. My teachers care about my success in their classes.
15. If I have trouble in a particular class, I am likely to go to that teacher for help.
16. I communicate with teachers online, using email, social media, or Google Classroom.
17. I feel good when I'm at school.
18. I check my grades often.
19. My parents ask me about my school life.
20. I have access to the Internet at home.
21. I have a computer at home.
22. I receive the help I need from teachers.
23. My school work is meaningful and relevant.
24. I receive feedback from teachers, and advice on what I need to do to improve.

- 25. My teachers change their teaching style to adapt to my learning needs.
- 26. The school environment helps my learning process.
- 27. I feel safe at school.

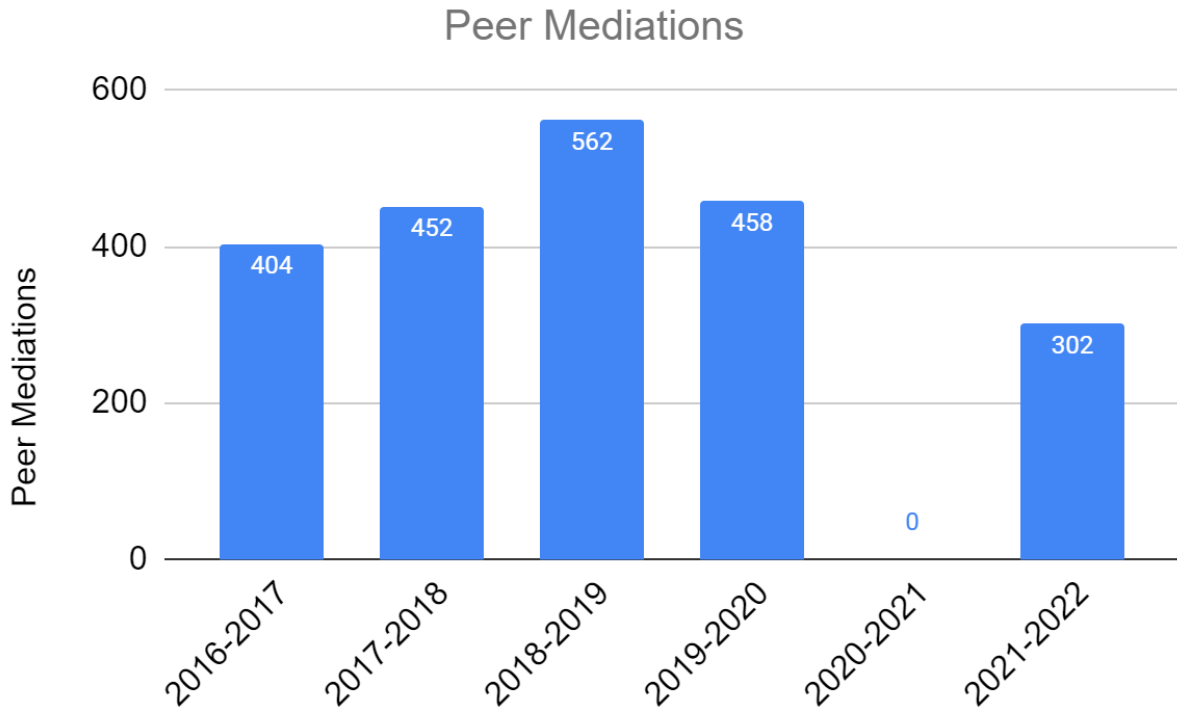
- 28. My school and my family communicate often with each other.
- 29. If I am struggling with my grades, my school will contact my family.

[Click here to return to Freshman Orientation.](#)



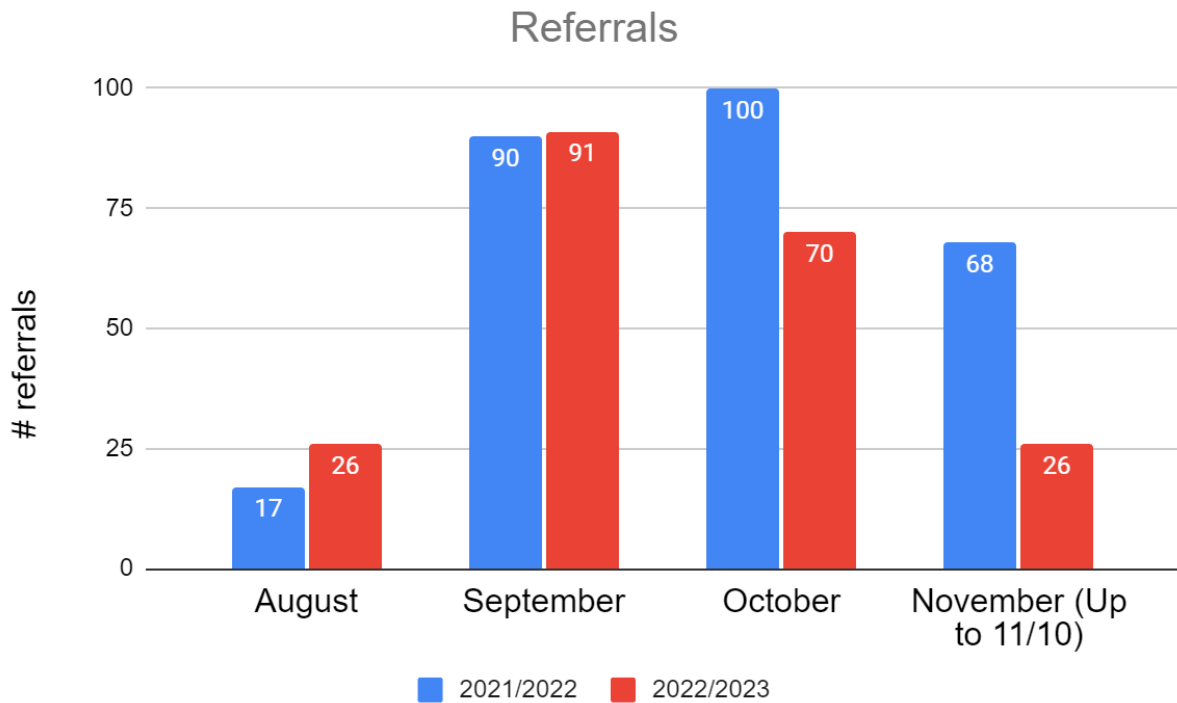
*In 2020, the orientation was virtual, via Zoom.

[Click here to return to Peer Mediation.](#)

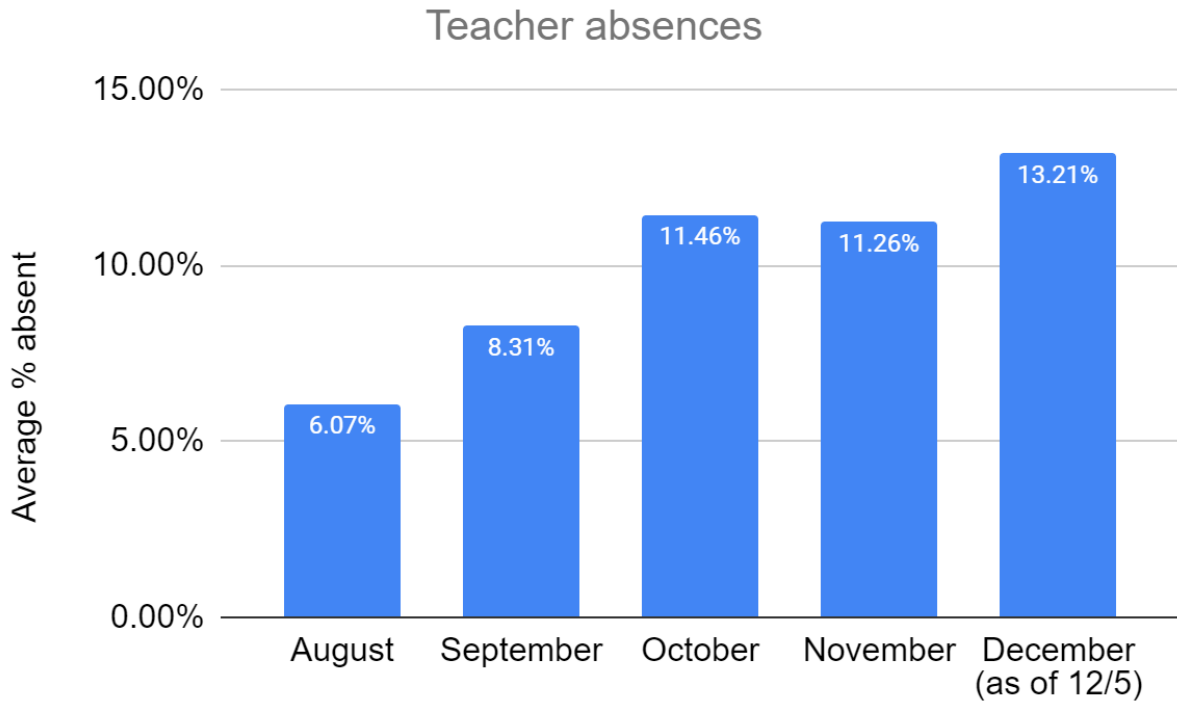


*There were no peer mediations in 2020-2021, because RCHS was entirely virtual.

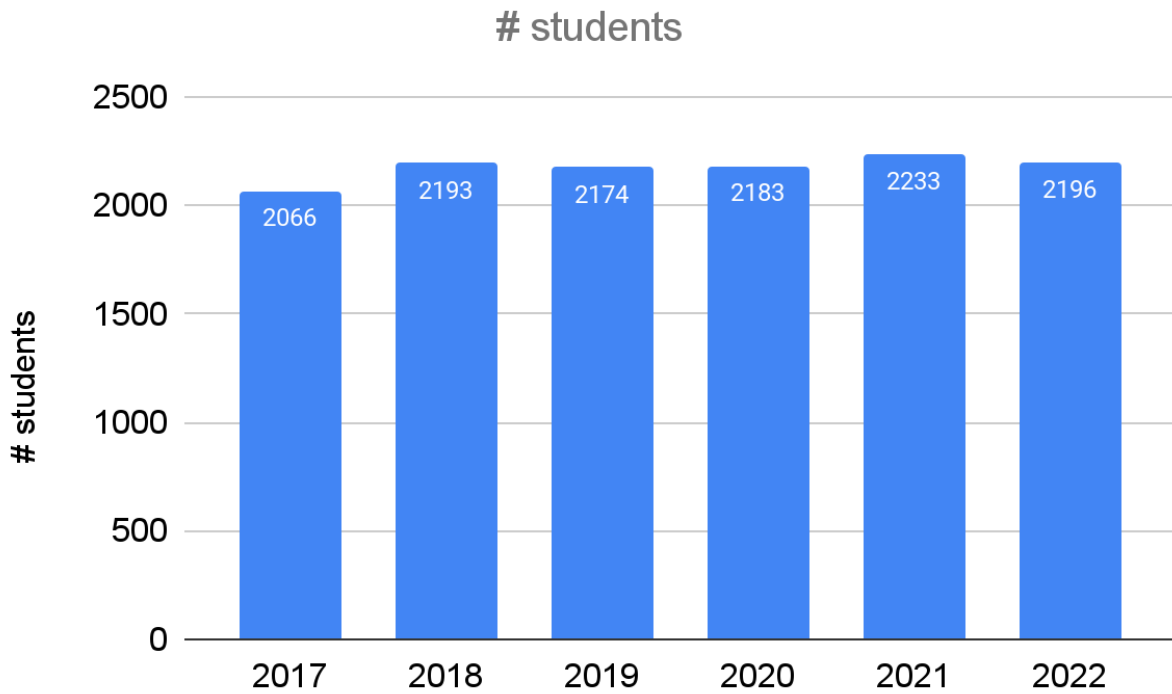
[Click here to return to Discipline.](#)



[Click here to return to Attendance.](#)



[Click here to return to Demographics.](#)



[Click here to return to Demographics.](#)

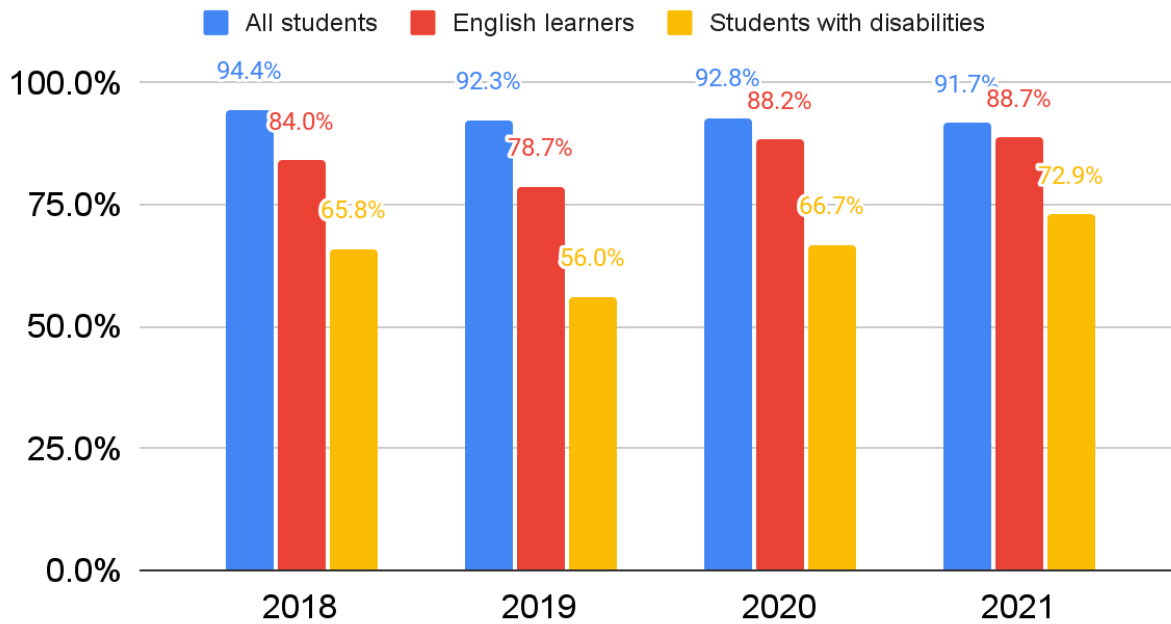
	# students	Socioeconomically disadvantaged	English learners	Foster youth
2017	2066	67.0%	11.4%	1.1%
2018	2193	66.3%	8.9%	0.7%
2019	2174	68.6%	8.6%	0.7%
2020	2183	65.7%	7.2%	0.9%
2021	2233	66.3%	6.8%	1.0%

[Click here to return to Advanced Placement exams.](#)

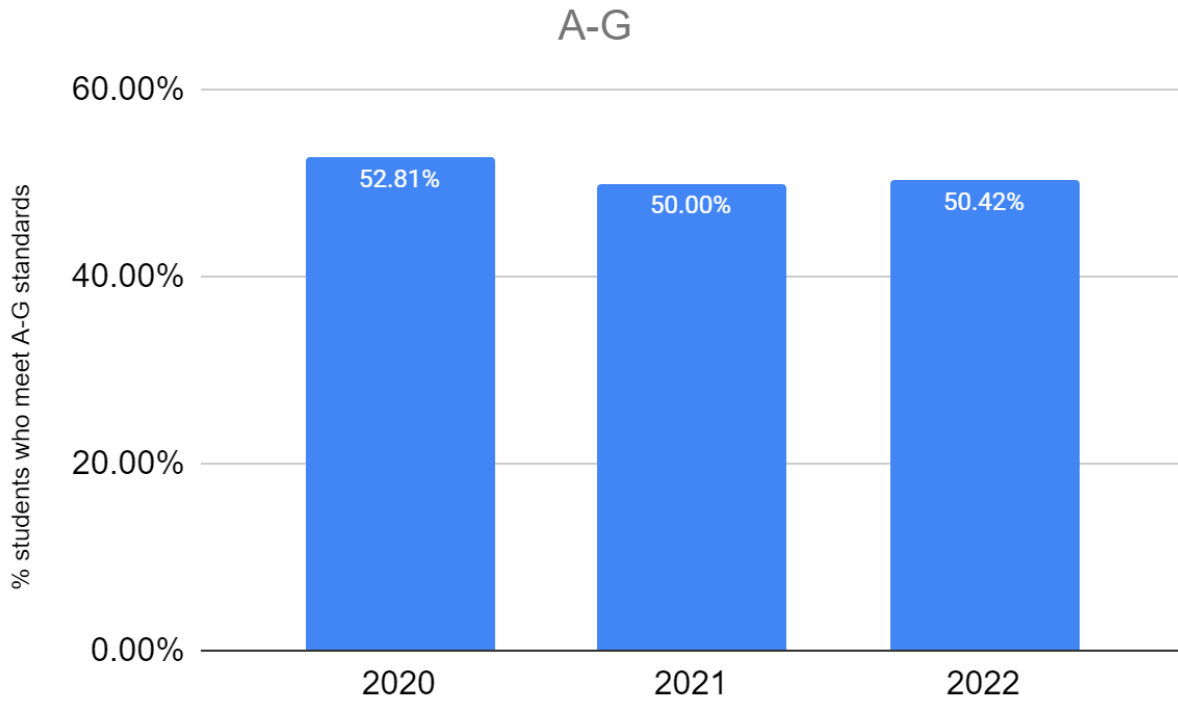
	# AP students	# exams	# students w/ score 3+	% students w/ score 3+
2018	226	418	144	63.72%
2019	225	453	144	64.00%
2020	241	474	165	68.46%
2021	300	549	138	46.00%
2022	317	566	201	63.41%

[Click here to return to Graduation Rates.](#)

Graduation Rates



[Click here to return to A-G requirements.](#)



[Click here to return to Demographics.](#)

	9th	10th	11th	12th	TOTAL	%
<i>Female</i>	258	266	281	240	1045	47.6%
<i>Male</i>	292	295	312	246	1145	52.1%
<i>Non-Binary*</i>						
<i>American Indian or Alaska Native*</i>						
<i>Asian</i>	63	62	63	65	253	11.5%
<i>Black or African American</i>	25	27	21	25	98	4.5%
<i>Filipino</i>	12	12	14	18	56	2.6%
<i>Hispanic or Latino</i>	215	240	242	190	887	40.4%
<i>Native Hawaiian or Pacific Islander</i>	7	15	2	7	31	1.4%
<i>Two or More Races</i>	67	65	70	42	244	11.1%
<i>White</i>	163	139	182	135	619	28.2%
<i>English Learners</i>	69	59	52	27	207	9.4%
<i>Foster Youth*</i>						
<i>Homeless</i>	4	4	8	7	23	1.0%
<i>Students with Disabilities</i>	58	61	50	52	221	10.1%
TOTAL	553	562	595	486	2196	
	25.2%	25.6%	27.1%	22.1%		

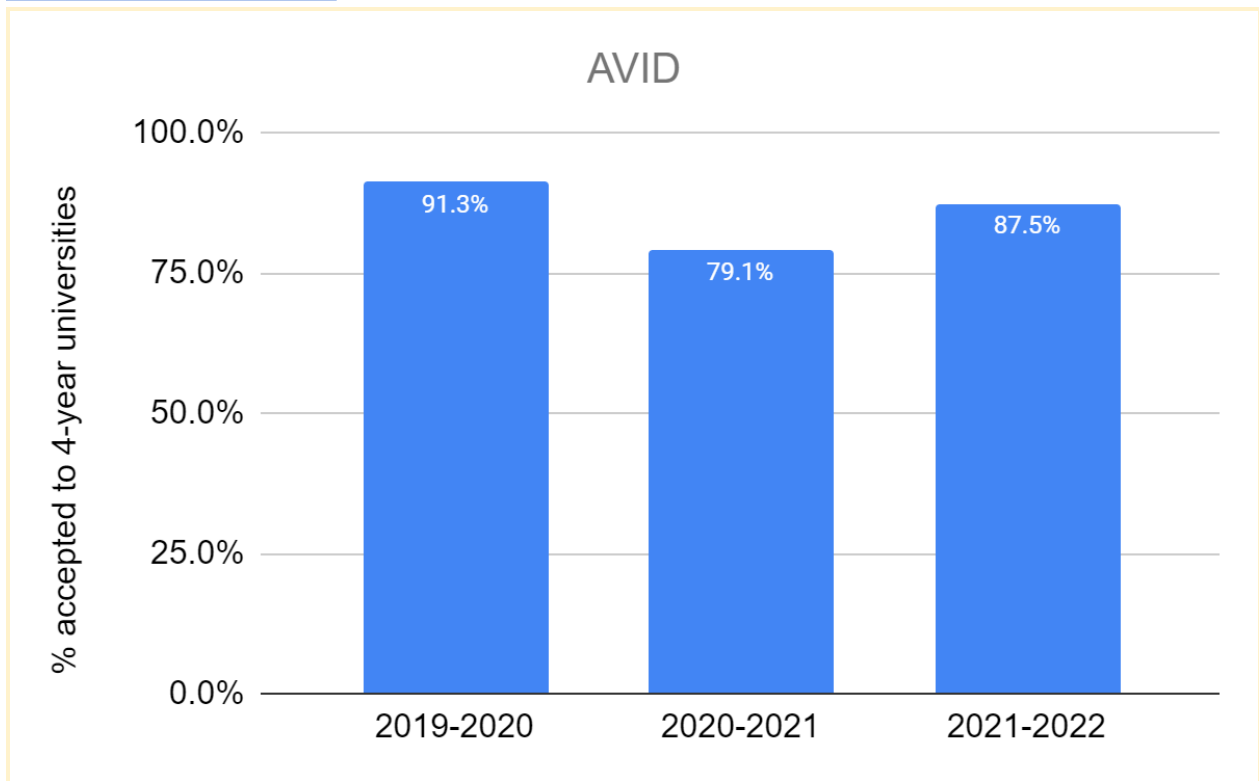
**In instances wherein less than 10 students are in a category, data from that category has been omitted to protect students' privacy.*

[Click here to return to Demographics.](#)

	2020	2021
African American	87.90%	91.90%
American Indian or Alaska Native	*	*
Asian	97.50%	97.10%
Filipino	100.00%	94.70%
Hispanic	92.90%	95.20%
Native Hawaiian or Pacific Islander	*	*
White	90.30%	97.70%
Two or More Races	*	100.00%

**In instances wherein less than 10 students are in a category, data from that category has been omitted to protect students' privacy.*

[Click here to return to AVID.](#)



[Click here to return to Athletics.](#)

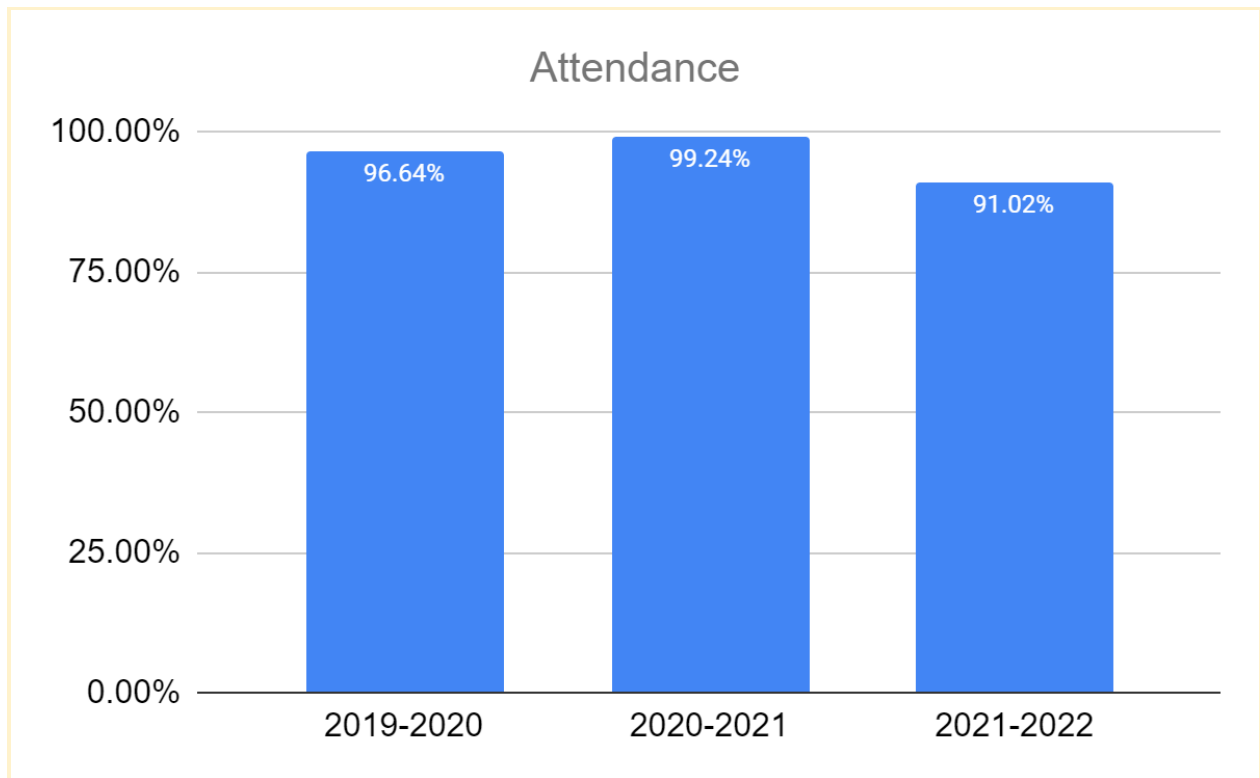
Year	# athletes	GPA
2020-2021	460	3.28
2021-2022	559	3.31
2022-2023	495	3.37

[Click here to return to Discipline.](#)

Suspensions	9th grade	10th grade	11th grade	12th grade	TOTAL
Aug.2019 - Mar.2020	80	58	35	21	194
Aug.2021-Jun.2022	120	96	41	20	277
Aug.2022 - Dec.2022	19	36	16	11	82

*No data for 2020-2021. We were all-virtual during the COVID-19 pandemic.

[Click here to return to Attendance.](#)



[Click here to return to CAASPP data.](#)

