

Ridgway High School 2019-2020



Valerie Jordan, Principal

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SRCS LCAP GOALS



Goal 1: Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

Goal 2: Increase student and family wellness and engagement through the full-service community school model.

SRCS Theory of Action

If we improve the quality of practice **through the** continuous development of Leadership capacity to:

- A. Assure warm, safe, dry schools and facilities
- C. Confront and address issues of equity and access
- E. Engage in problem-solving through an inquiry cycle for growth
- F. Facilitate the development of a sense of purpose
- L. Lead and guide focused professional learning
- P. Provide and strengthen social and emotional supports
- R. Recognize and implement quality instruction
- T. Target and align resources
- U. Utilize data to inform the inquiry cycle for growth

Then, we have much work to do as a district. No longer will student outcomes be predicted based on race, gender, differently abled, socioeconomic status, and/or the language spoken at home.



Santa Rosa City Schools Strategic Plan 2019-2024

Vision: SRCSS will send students into the world who are empowered to work together, find purpose, think critically, embrace diversity, adapt to our changing planet, and live healthy and fulfilling lives.

Mission: SRCSS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.

Santa Rosa City Schools Strategic Plan Priorities 2019-2024

Priority 1- Life Ready Learners

Priority 2- Balanced Education

Priority 3- High Quality Staff

Priority 4- Teaching and Learning Environment and Resources

Priority 5- Equity and Excellence

Priority 6- Family Engagement and Community Partnerships

Priority 7- Sustainable Funding



Ridgway High School SPSA Goals

1.To increase student learning and overall credit accrual and graduation rates, 100% of the staff will participate in formal collaboration time that will focus on grade calibration (a), the development of assessments (b), rubric development (c), curriculum development (d), and strategies to address social/emotional needs (e).

For our English Language Learner's at Ridgway, students will continue to make progress towards English proficiency as measured by the ELPAC (f).

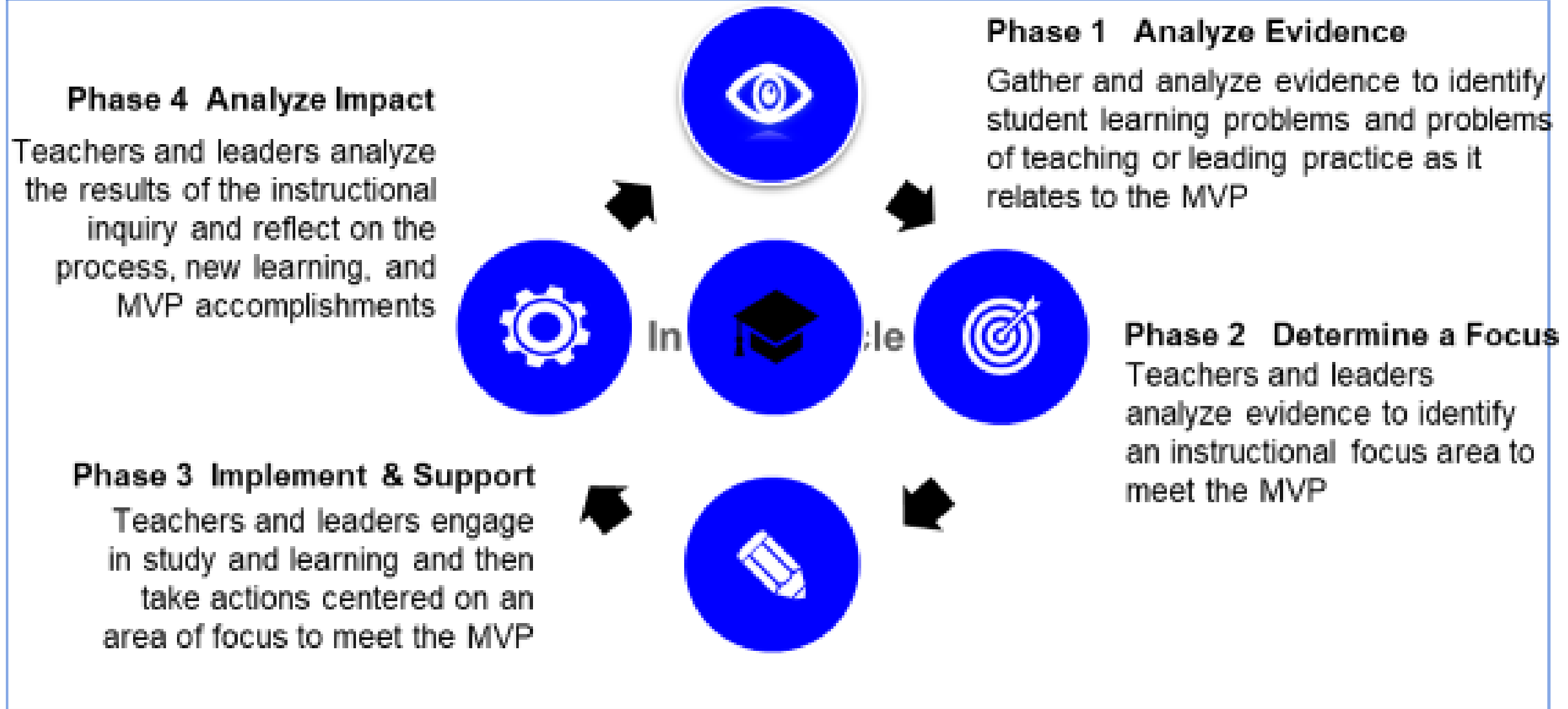
2.Increase attendance and graduation rates by 10% with additional wellness supports and advisory.

Cycle of Inquiry Focus:

Raise Graduation Rates and SBAC/ELPAC scores

Inquiry Cycle

Instructional Leadership and the MVP



RHS Goal 1:

Phase 1 - Analyze Evidence: SBAC Results 2019 & 2017

- Performance on the SBAC decreased in English and remained consistent in Math.
- ELA scores decreased across the district but increased overall in the state.
- Math scores increased slightly in the district and in the state.

2019	RHS	SRHS District	State
ELA	7.37%	47.75%	57.27%
Math	0%	31.54%	32.24%
2017	RHS	SRHS District	State
ELA	8.85%	54.27%	55.96%
Math	0%	29.56%	31.37%

Phase 2: Determine the Focus: Differentiating Instruction @ Ridgway High School

LISTENING:

1. Practice SBAC Test Questions
2. Dictation
3. POD Cast
4. TED Talks
5. You Tube Videos

RESEARCH & INQUIRY:

1. Practice SBAC Test Questions
2. Graphic Organizers-Claims, Evidence, & Reasoning
3. On-going classroom projects that lead to Internships
4. Project Based Learning

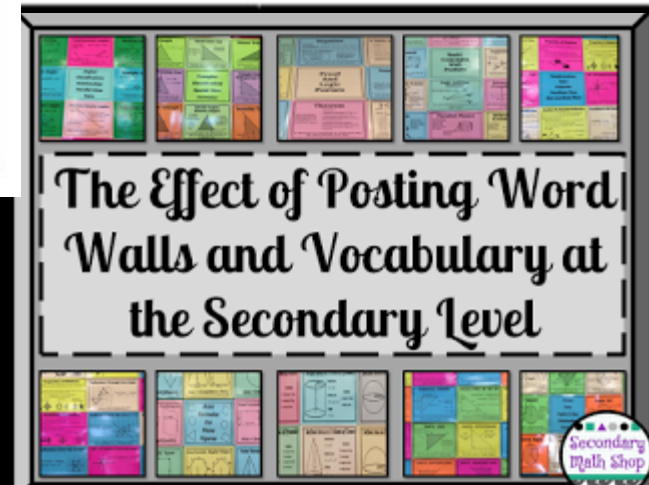
WRITING:

1. Practice SBAC Test Questions
2. Use Common writing Rubric (every three-week assessment component)
3. Journal writing/ quick writes
4. Teach Academic Vocabulary

READING:

1. Practice SBAC Test Questions
2. Word Walls with Academic Vocabulary

Claim	Evidence
A statement with a response to the question, problem, or problem. (Claims - Use key words or ideas provided in the question, prompt, or problem. Try to write using personal pronouns.)	Provide information (measurements or observations) from the text, data, graph, or diagram that supports the claim. (Evidence starts with - The text/graph/data/diagram. According to the text, _____. One piece of evidence is _____ in the text.)
Claim Evidence Reasoning	
Reasoning Explain HOW the evidence supports the claim. (Sentence starters - The evidence supports the claim because _____. Based on this evidence, it can be concluded (rephrase claim) because (our analysis). All of this proves that (rephrase your claim) because (our analysis).)	



TED
Talks
That Will
CHANGE
Your Life



Phase 3: Implement and Support:

- a. Grade Calibration : Ridgway staff has agreed to a no “F “ policy and students grades are a combination of attendance and productivity known as the STEP program.
- b. Development of Assessments: SBAC testing is conduct with the student’s advisor. Teaching team has agreed upon three week assessments at the end of the unit, in addition to a writing component.
- c. Rubric Development: Common writing rubric, graphic organizers and academic word walls.
- d. Curriculum Development: Teachers have collaborated across disciplines to create new and engaging programs: An English course that focuses on Social Justice with a Restorative lens. Farms to Table concept course that includes a Biology class & culinary, and The Truman Trails that includes a cohort of students in an English, Social Science, and Science class.
- e. Social/Emotional Needs: Students are referred through to the MTSS tier 2 & 3 team for services. The team meets weekly to assess the student’s needs then makes the appropriate referral and resources. This also includes student screeners and the Youth Truth Survey

Phase 3: Implement and Support: (f) Acquisition Student English Language ELPAC Assessment



- Nearly 18% of students maintained or increased levels of English Fluency in 2018.
- With the implementation of our new Academic Language Development (ALD) course student scores may increase and more students may pass the ELPAC.

RHS Goal 2: Increase attendance by 10% with additional wellness supports and advisory.

Name 2018-2019	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	Name 2017-2018	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
<u>Ridgway High (Continuation)</u>	435	400	275	68.8%	<u>Ridgway High (Continuation)</u>	405	375	244	65.1%
<u>Santa Rosa High</u>	11,617	11,278	2,114	18.7%	<u>Santa Rosa High</u>	11,658	11,322	2,071	18.3%
<u>Sonoma</u>	70,617	69,534	8,607	12.4%	<u>Sonoma</u>	73,916	72,649	8,709	12.0%
<u>Statewide</u>	6,329,883	6,258,845	755,950	12.1%	<u>Statewide</u>	6,384,919	6,315,131	702,531	11.1%

Although attendance continues to be a challenge at Ridgway , we now have more supports in place to assist a student's social emotional needs that may promote higher attendance.

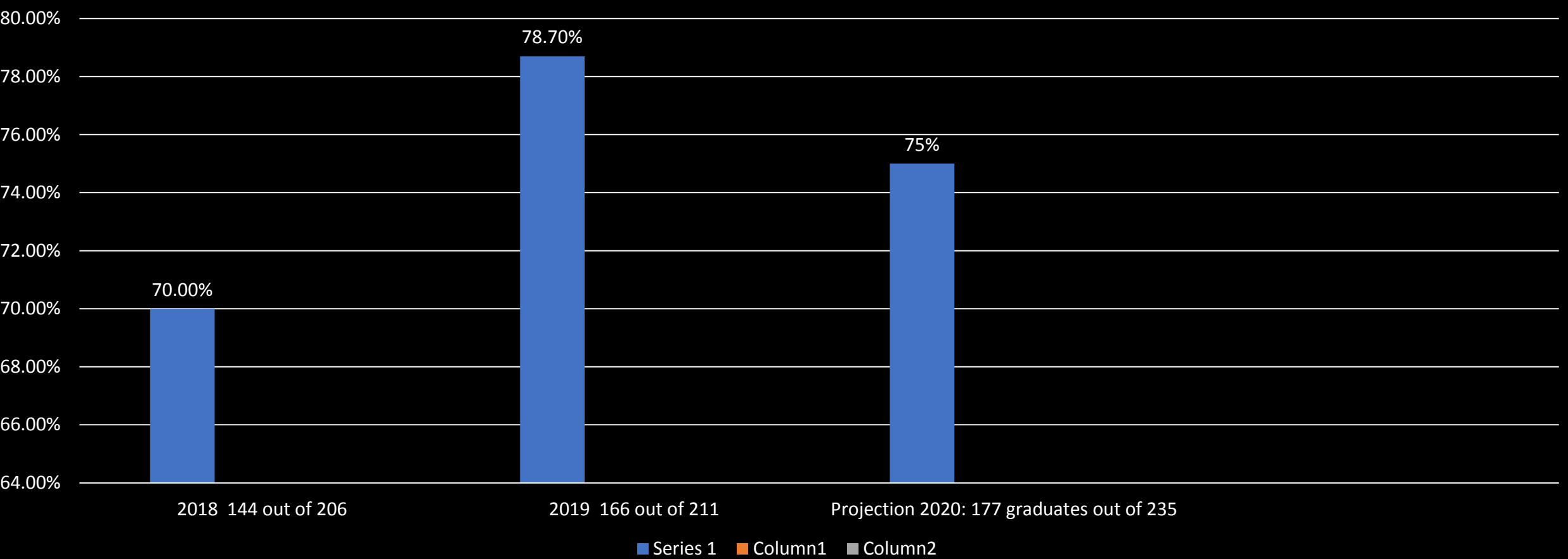
Every Student is assigned an Advisor that assist with the student's path to graduation.

5 House System was created to promote student engagement during advisory.

Distance Learning Opportunities may increase student engagement through flexibility of learning options : Google Classroom, Cyber High, and ISP courses.

RHS Goal 2: Increase graduation rates by 10% with additional wellness supports and advisory.

Graduation Rates By Year: Percentage of students who received a high school diploma within four or five years of entering ninth grade or complete their graduation requirements at an alternative school.



Increased Enrollment

Over a three-year period, we have increased access to RHS through the expedient enrollment process.

2018

Semester 1: 194

Semester 2: 158

2019

Semester 1: 222

Semester 2: 255

2020

Semester 1: 246

Semester 2: 284

SRCS LCAP Goal 2:

Increase student and family wellness through the full-service community model

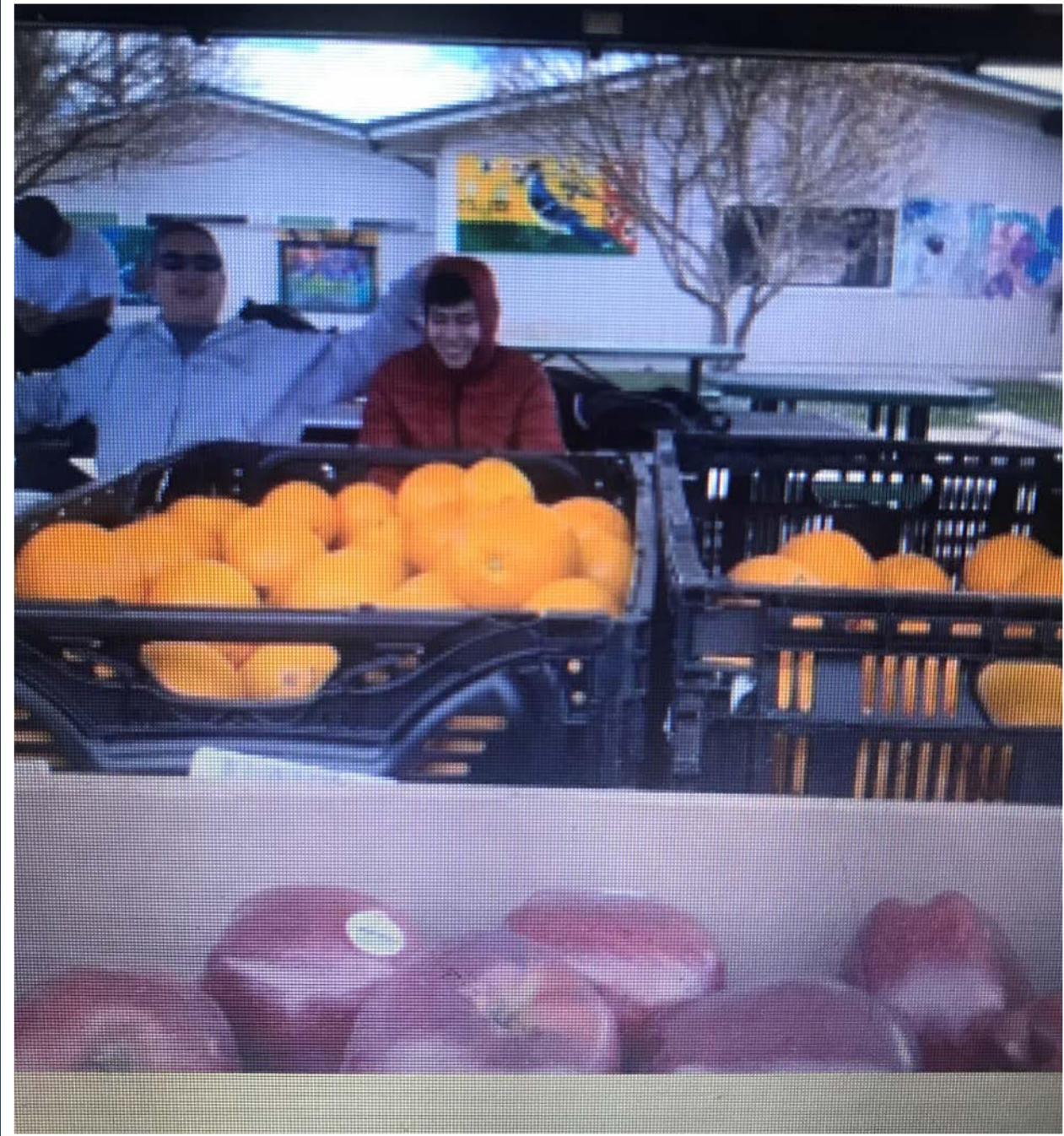
- According to the 2018/2019 Youth Truth survey, students overwhelmingly identified food as an area of improvement.
- Our population fluctuates between 50-70% Free and Reduced Lunch.
- Prior to 2019, Ridgway was being given elementary school portions to food.
- There was a 5% decrease in negative comments regarding food from the 2019 survey to the 2020 survey, after we ensured that students were receiving the high school portions of food.
- Students from our Transition Class have advocated for more fresh fruits and vegetables and will be offering salad bar to Ridgway students soon.



REDWOOD EMPIRE
FOOD BANK

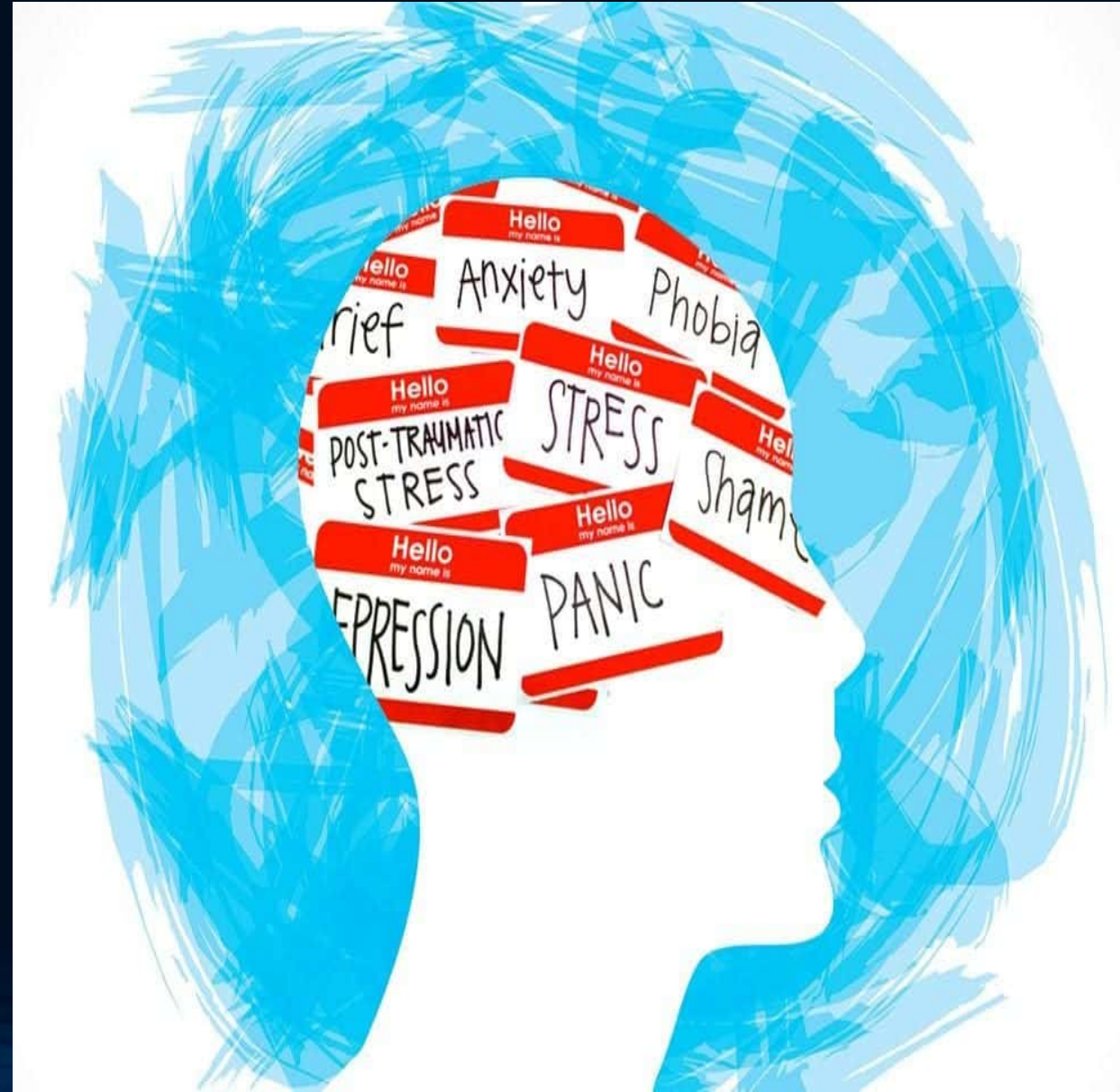
Goal 2: Continued:

- In the fall, after the Kincaid fires, we partnered with the Redwood Empire Foodbank.
- Every Friday we provide groceries for 60-80 students and families.



Goal 2: Mental Health Services and Supports:

- Increased SAY counseling from 2 days to 4 days.
- Additional counseling services from SCOE - 2 days a week.
- Grief group for students who have lost a parent or guardian.
- Alateen support group



Goal 2: Restorative Processes:

In order to facilitate connections with staff and students, we have increased the resources allocated to Restorative Practices

- A SAY counselor dedicated to drug interventions meets with students once a week as a suspension diversion.
- Ridgway has increased the amount of time that Restorative Specialist is on campus.
- We are running one section of English with an emphasis on Social Justice. Students in that class will work with Admin to create a Restorative Counsel for students who have made a mistake and harmed the community.



Goal 2: Student Safety

Regardless of the issues in the last year, students overwhelmingly feel safe at school. Across the district, students ranked RHS in the 67th percentile as far as safety.

I feel safe from harm while...

At school in general

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



0th
(2.97)

25th
(3.43)

50th
(3.62)

75th
(3.85)

100th
(4.54)

Your School - Jan 2020

3.78
67th

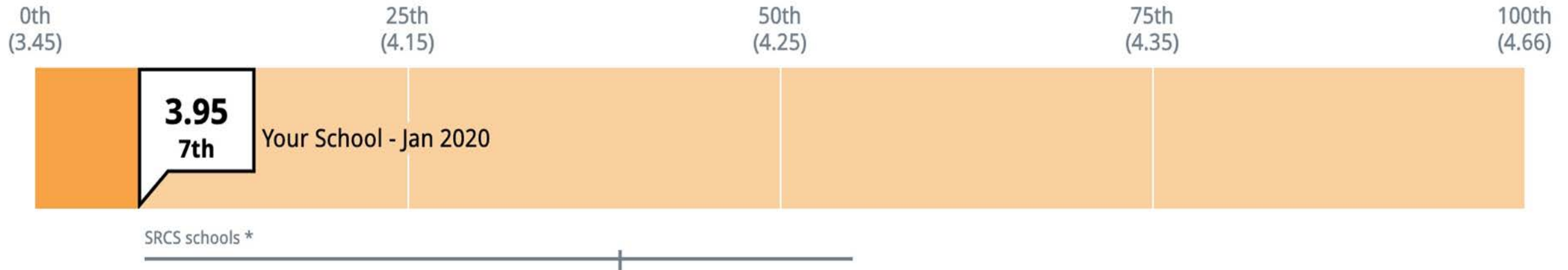
SRCS schools *

While students feel safe at school, our students overwhelmingly do not feel safe at home.

I feel safe from harm while...

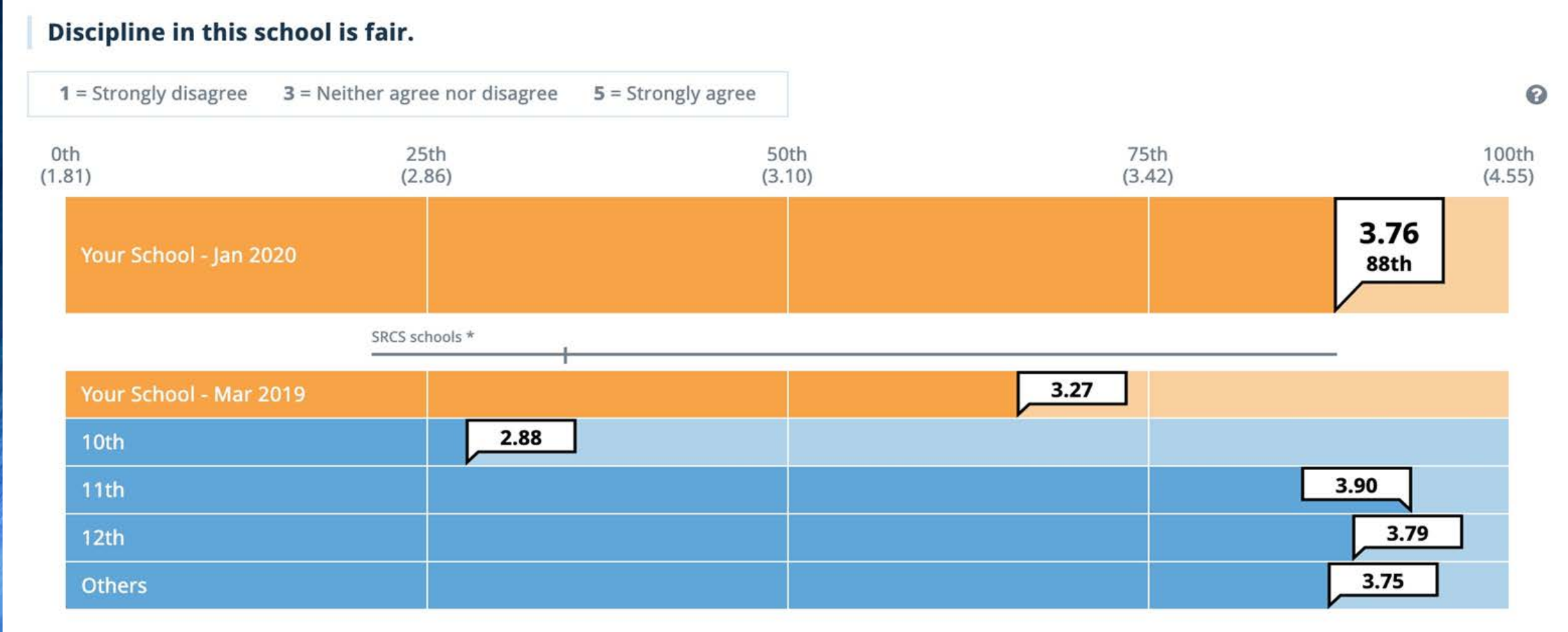
In my home

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



- 93% of students in the district feel safer at home than the students at RHS.
- Ridgway provides students a safe haven


Students have also reported that they feel the discipline at the school is fair. We increased by about 20 percentiles in the perception of fairness. Whereas last year, we were ranked about 65th percentile in the district, we are currently 88th.



A Year in Review:

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- A group of graduates in blue caps and gowns are sitting on a green lawn in front of a school building. Some graduates are standing and holding papers, while others are seated. There are colorful balloons in the background. The school building has a green roof and large windows.
- Back to School Night
 - Student BOE representative: Jazmin Moreno
 - Youth Design Crew
 - Hamilton Education Program
 - Day of Impact by Redwood Credit Union
 - Addition of VP: Ms. Allie Greene
 - Lockdown
 - Closure of School due to Fires
 - WASC Visit postponed
 - CASH 4 College Night
 - Town Hall: Mayor Tom & BOE President Jenni Klose
 - Fran's Feast
 - WASC
 - 5 House Concept Developed
 - Lip Sync Battle
 - Farms Leadership Field Trips
 - Land Path Field Trips
 - SRJC Fieldtrips
 - Increased # of Clubs/Coed Sports
 - Student Senate Established
 - Celebration of Life: Dee Kelly
 - Additional Mental Health Resources for students and staff were offered
 - School closure due to COVID-19 (Distance Learning Opportunities)
 - Graduation

Welcome to Ridgway High School!



We are *so glad* you came,
we are *so proud* you took
the opportunity offered,
so pleased you invested
in yourself,
and *so happy* you are here
today.

ATTENDANCE is key to your success!